

# Intro Sociology Class Slides

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**How to use these slides:** These are the slides I'll be showing during my class lectures. Wherever you see an underlined blank space you should write in the critical words I left out of the slide. The blank spaces after each sentence or slide are there for you to add the details or examples of each slide that we will talk about in class. Note: There is not a slide for every class topic, so bring a notebook to take notes on those topics.

### Unit 1: Intro

**S0a) Focus of Course: Week 1:** What is Sociology? **Weeks 2-3:** What theories explain how society works, and how do sociologists get their evidence (i.e., research methods); **Weeks 4-12:** How is society held together by culture, structure, socialization, and the stratification systems of race, class & gender? **Weeks: 13-17:** What do sociologists know about crime, deviance, justice, sexuality, the family, and social change/movements?

### S3) SOCIOLOGY: DEFINITION & TARGET

**DEFINITION:** The systematic & scientific study of human behavior, groups, society, and the general social patterns/trends which are found in society.

**TARGET OF STUDY:** Everything from "social interaction, experiences, social acts, relationships, social organizations, structures or institutions and even world systems.

### S4a) WHAT DO SOCIOLOGISTS AGREE ABOUT?

- Social life is not haphazard (there are patterns/predictability to social life)
- Our job is to learn what those patterns are and why they occur.
- Study of patterns important since it allows us to see how an individual's problem might be shaped by factors such as the economy, the educational system, religious attitudes, etc.

S4b)  
**Music  
Down-  
Loading  
Demo-  
Graphics**

	2000	2001	2003
All adults	22%	29%	29%
Men	24%	36%	32%
Women	20%	23%	26%
Whites	21%	26%	28%
Blacks	29%	30%	37%
Hispanics	35%	46%	35%
Age cohorts			
18-29	37%	51%	52%
30-49	19%	23%	27%
50 +	9%	15%	12%
Household income			
Under \$30,000	28%	36%	38%
\$30,000-\$50,000	24%	31%	30%
\$50,000-\$75,000	20%	29%	28%
\$75,000+	15%	24%	26%
Educational attainment			
Less than high school	38%	55%	39%
High school graduate	25%	31%	31%
Some college	25%	32%	33%
College degree or more	15%	21%	23%

**S4c: Task of Sociology**

- Sociology's job is to learn what patterns exist & why they occur.
- Studying patterns allows us to examine how the behavior & attitudes of individuals and groups are shaped by factors such as the economy, the educational system, religion, the media, etc

**S4d) POWER OF SOCIOLOGY (or the “sociological imagination”):** the ability to show how even the seemingly most personal/private aspects of our lives are actually shaped and explained by larger social forces.

**S4e) Durkheim's Task**

- 1890s: Emile Durkheim wanted to demonstrate why sociology was an important field & discipline;

Previously Suicide was attributed to:

- individual's psychological problems or genetic inheritance;
- Seen as totally dependent on the individual.

**S5a) Durkheim's Method:**

Examine all government statistics on suicide, analyzing:

-who killed themselves?

-where, why, what age?

-under what situations?

- Found incidents of suicide followed very clear patterns

**S5b) Durkheim's Theory of Anomie/Integration**

- extreme individualism → lower social integration & social ties → low morale;
- low morale → higher likelihood of committing suicide.

• Theory Helps predict:

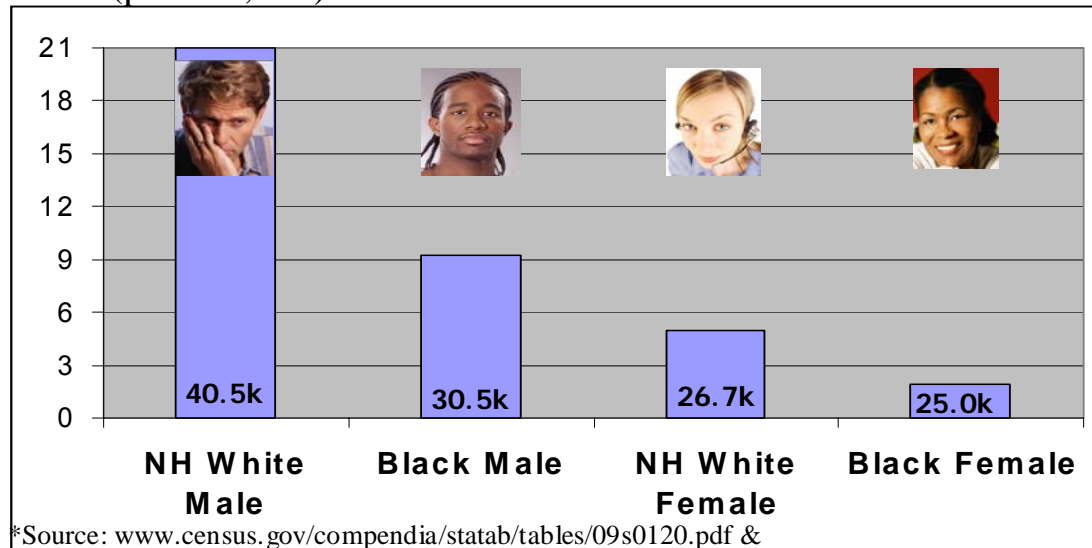
1) what kinds of kids are likely to turn into \_\_\_\_\_;

2) what kinds of kids are likely to \_\_\_\_\_;

(helps explain \_\_\_\_\_).

## S5c) U.S. Suicide Rates in 2006 by Race, Sex & Income

(per 100,000)\*:



## Unit 2: Theory

### S6b) Durkheim's Take on Modernity:

- Specialization under capitalism produces a socio-economic division of labor;
- The division of labor creates a myriad of dependencies;
- Dependencies force everyone to follow certain rules & norms to get their needs met (i.e., mechanical solidarity cedes to organic solidarity);
- Interdependencies are the new glue of society.

### S7) Marx's Take on Modernity: Class struggle & the Clash of Ideas drives human history;

- Rome: Slaves vs. Roman Empire → \_\_\_\_\_ was a big step forward for Europe.
- French Revolution: Anti-Feudalist struggle frees peasants & merchants from Aristocratic law → \_\_\_\_\_ was a big step forward for Europe.
- Capitalist need to increase profits → increasing automation & wage cuts until \_\_\_\_\_ → Socialism is the next step in human progress.
- Changes in the economic base → changes in politics, culture & religion (i.e., false consciousness-see S12b))

### S8) Weber's Take on Modernity

- Economics shape society, but so do \_\_\_\_\_ & \_\_\_\_\_;

\_\_\_\_\_ & rationalization are the driving forces of modern society;  
 \_\_\_\_\_ & technology gain increasing control over people's lives.

### S9) Theory vs. Theoretical Perspective:

Theory: a set of interrelated \_\_\_\_\_ or \_\_\_\_\_ that attempt to \_\_\_\_\_ some phenomenon.

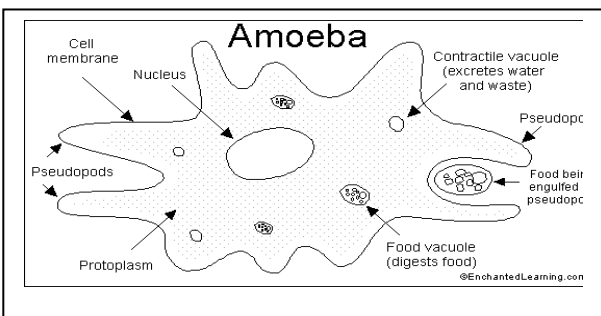
Theoretical Perspective: a whole way of \_\_\_\_\_: it determines your assumption, interpretation of information, etc.

### S10a) The Functionalist Perspective:

- Society is held together by shared \_\_\_\_\_;
- Society is a joint effort of many institutions & roles \_\_\_\_\_;  
 \_\_\_\_\_;
- The Primary cause of social problems is \_\_\_\_\_, which generally result from rapid social change, or from deviant individuals.



### S10b) Functionalism - Society as an Organism:



If so, what would its components consist of?

### (S11) Manifest vs. Latent Effects

- Manifest Effects: the \_\_\_\_\_ consequences of a social component;

- Latent Effects: the \_\_\_\_\_ consequences of a component.

### S12a] Conflict Perspective

- Society is held together by \_\_\_\_\_;
- Society is a struggle for \_\_\_\_\_ among competing \_\_\_\_\_;
- The primary cause of social problems is the \_\_\_\_\_ & \_\_\_\_\_ of some groups by others;
- \_\_\_\_\_ used by ruling elites to maintain power & control over resources.
- \_\_\_\_\_ & \_\_\_\_\_ against oppression are necessary to effect social change.



S12b) **False Consciousness:** According to Marx, \_\_\_\_\_ occurs when subordinate, less educated groups adopt the ideology or world view of the ruling or dominant group, usually through the ruling class's control of ideas and the media.

### S13) Symbolic Interactionist Perspective:

- Individual behavior is based on the \_\_\_\_\_ & shared \_\_\_\_\_ we learn;
- Learning occurs during interactions between individuals & other people and groups;
- Primary cause of social problems is the way we \_\_\_\_\_ ourselves, others & our social situations.
- Solution: better understanding of each other and change in language used.

**S14a-b) Assignment: Identify the Theoretical Perspective Adopted by Each Statement:**

a) “Part of the reason that African Americans are seen as inferior to whites is because the language is biased against them. In European culture the color “black” has long been associated with “evil”, while the word “white” symbolizes “purity & goodness”.

b) As long as American workers don’t have the right to stage a general strike, labor will always be exploited by Corporate America. The General Strike has long been a main weapon for labor to oppose the considerable resources of management.

c) As long as women insist on putting their own career interests ahead of the needs of their children, the family will continue to fall apart in America. Americans must work together to give our children a decent upbringing.

**15a) Criticism & Limitations of each Theoretical Perspective:**

- Functionalism: too conservative & unwilling to recognize the tremendous divisions in society; promotes servitude of certain groups;
- Conflict Theory: overemphasis on competition & change fails to understand how the order & stability of everyday life are maintained;
- Symbolic Interactionism: focus on everyday interaction is illuminating but ignores the larger social structure & institutions that shape our everyday interactions.

**S15b) Types of Sociology:**

Microsociology: the detailed study of what people \_\_\_\_\_ during their everyday lives.

Macrosociology: \_\_\_\_\_-scale and \_\_\_\_\_-term social processes of organizations, institutions, and broad social patterns (i.e., the state, social class, the family, economy, culture & society, etc.)

**Unit 3: Research & Methods:**

**S16) Experiment:** a method for testing an \_\_\_\_\_ under **carefully** \_\_\_\_\_ conditions.

-The only way to scientifically “\_\_\_\_\_” a cause & effect relationship between two variables by ruling out all other plausible explanations.

**S16a) Experiment: Does Pornography Cause Violence Against Women?\***

Step 1: 2 groups of male college students exposed to different kinds of pornography.

Group 1: 21 males view “non-violent porno”.

Group 2: 21 males view “violent porno”.

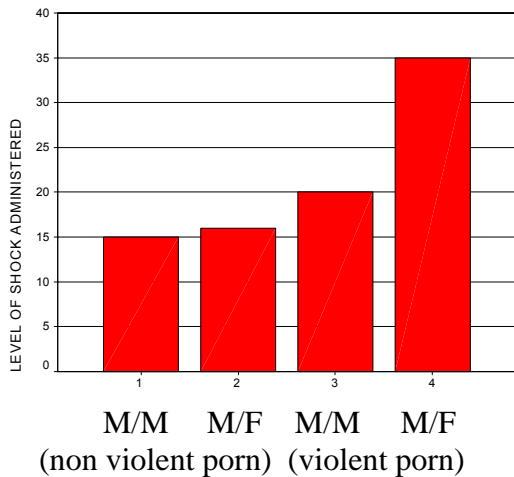
Step 2:

a) Males in experiment instructed to administer “painful blast of noise” to men & women who give wrong answers to any question given.

b) “Severity” of noise measured to determine level of “violence” towards each group.

\* Sources: see Malamuth & Centi, 1986; and Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

### 16B) Results of “Does Porn Cause Violence?” Experiment:



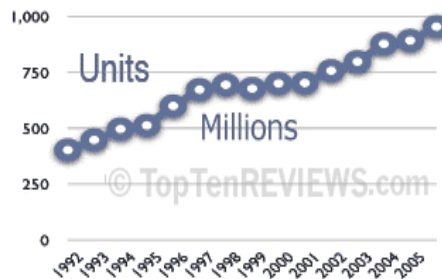
See: Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

Conclusion of Researchers?

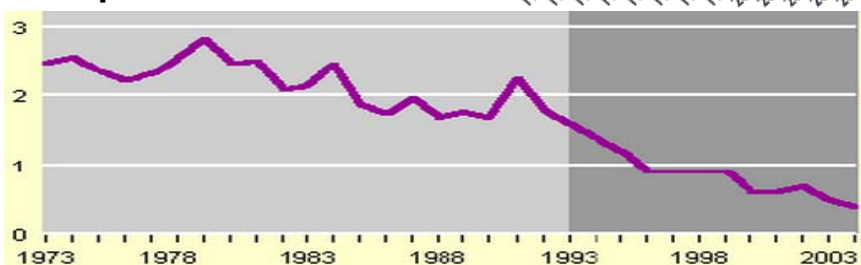
### s) Does pornography use appear to cause rape?

#### U.S. Pornography sales/rentals\*

Sources: \*: <http://internet-filter-review.toptenreviews.com/internet-pornography-statistics.html>; ^: National Crime Victimization Survey, 2005.



#### Rape rates in the US^



(S 16c) **SURVEY STUDIES:** \_\_\_\_\_ studies in which demographic info such as a respondents age, sex, income & religion is taken & people are asked their opinions on various questions. Then computer analyzed. Examples of?

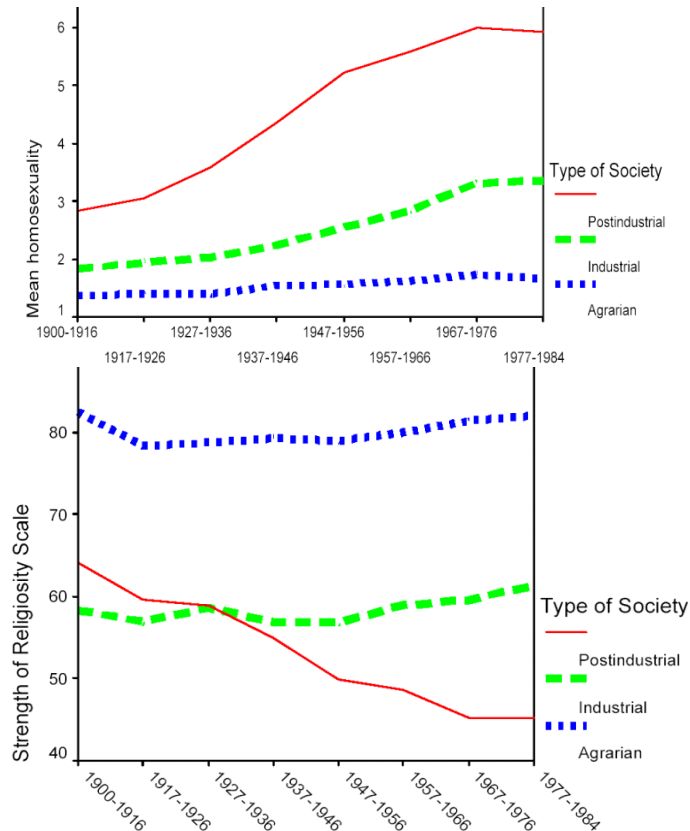
Is either question biased? Which way is it biased? How can we fix it?

- Q1: Should un-American activities like flag burning be allowed?
- Q2: Should Americans have the freedom to burn their flag?

S16d)

## Survey Data: Male Attitudes about Homosexuality & Religiosity by Type of Society

(Source: *Rising Tide*, Inglehart  
& Norris, 2002: 10-11 @  
<http://ksghome.harvard.edu/~p.norris.shorenstein.ksgh/ACROBAT/risingtide/Chapter%203.pdf>)



**S16e: Detached Observation:** studying people who are \_\_\_\_\_ that they're being studied - without \_\_\_\_\_ with the group.

Study Question: Do bank customers favor tellers of their own "race" if tellers of various "races" are present?

Research Method:

1) Covertly record who goes where, 2) tabulate totals, 3) produce percentage figures of who each group favors.

**S16f) Participant Observation:** -becoming a \_\_\_\_\_ of a social group to understand how they \_\_\_\_\_ the world & act as they do (involves interaction & interviews).

- Why did Liebow study poor, urban Black men in the 1960s?
- How did he carry out the study?
- What did he find?



**S16g) Content Analysis:** The \_\_\_\_\_ codification/analysis of concrete \_\_\_\_\_ (i.e. physical) data.

% of Actors who's Looks are verbally Acknowledged on Camera, by Sex of Actor & Type of Media						
	TV Show Characters		Film Characters		TV Commercial Characters	
Statements:	Women (109)	Men (133)	Women (26)	Men (45)	Women (195)	Men (270)
% who had statements made about their looks	28	10	58	24	26	7

Times higher for women?: \_\_\_\_\_x \_\_\_\_\_x \_\_\_\_\_x

Source: [www.kff.org/entmedia/1260-gendr5.cfm](http://www.kff.org/entmedia/1260-gendr5.cfm) (4/1/97)

### Unit 3: Culture Slides:

#### S17d) Culture: “Mental Creations of humans”

##### Section Topics & Questions:

- 1) What is culture?
- 2) How does culture work?
- 3) What kinds of cultures exist?
- 4) How does culture create individuals in its own image?;

**S19 Culture:** all the \_\_\_\_\_ practices, beliefs, values and rules for proper conduct & material objects that members of a society use and/or share.

Name some examples:

#### S20) Definitions: Material vs. Non-Material Culture

**Material Culture:** culture composed of any \_\_\_\_\_  
(Examples?)

**Non-Material Culture:** culture consisting of all \_\_\_\_\_ & \_\_\_\_\_ practices  
(Examples?)

#### S21) Components of Culture:

**Cognitive Culture:** a society's symbols, language, beliefs, values & \_\_\_\_\_ of reality.

**Symbol:** anything that \_\_\_\_\_ another thing;

**Belief:** a system of \_\_\_\_\_ about the world (i.e., how we \_\_\_\_\_ the world to ourselves).

**Values:** shared \_\_\_\_\_ about what is socially \_\_\_\_\_.

#### S22): Ways of looking at other People's Culture:

**Ethnocentrism:** the tendency to judge other people's customs/culture by \_\_\_\_\_.

**Cultural Relativism:** the belief that because each culture is unique its customs need to be understood in relation to \_\_\_\_\_, not \_\_\_\_\_.

S24) **Normative Culture:** the rules, norms & expectations for \_\_\_\_\_.

**Norms:** \_\_\_\_\_ & \_\_\_\_\_ for how we \_\_\_\_\_ behave & feel (usually not noticed until one is violated).

a) How do norms help us and allow us to interact?:

b) What are the drawbacks to having norms?:

## S25) **HIERARCHY OF NORMS**

(weakest → strongest)

1) **Folkways:** norms governing the \_\_\_\_\_ things: violations receive only minor comments/raised eyebrows:

2) **Mores:** the \_\_\_\_\_ & \_\_\_\_\_ of society - violations likely to bring ostracism, suspension, expulsion, beatings, excommunication:

3) **Taboos:** mores \_\_\_\_\_ most states \_\_\_\_\_ bother to make laws against them

[S26a] **Dominant Culture:** The culture and practices of the \_\_\_\_\_ & \_\_\_\_\_  
\_\_\_\_\_ group in society.

Institutions of the Dominant Group/Culture:

- Pro-business & capitalism;
- Pro-Education;
- Only value heterosexuality;
- Preference for Nuclear Families;
- Christianity;
- Pro-Marriage;
- Law abiding (pay taxes, go to court, vote, etc.)
- Value Consumerism & Material Success.

## S26b) **TYPES OF CULTURES:**

1). **Dominant Culture:** The culture of the \_\_\_\_\_ group in society.  
Examples?:

2) **Subcultures:** cultures that share many elements of the dominant culture but maintain their own distinct  
\_\_\_\_\_ & \_\_\_\_\_.  
Examples?:

3. **Countercultures:** cultures that \_\_\_\_\_ most of the wisdom & behavior of the dominant culture in \_\_\_\_\_ of their own ways.  
Examples?

**S27a) Social Structure:** the patterned and relatively stable arrangement of \_\_\_\_\_ & \_\_\_\_\_ found within institutions and societies. It gives society its form and predictability.

**S27b) Elements Holding Together Society:**

- **Roles:** social behaviors & expectations associated with a particular social \_\_\_\_\_.
- Can be social/occupational/religious;

Describe a role and the expectations & responsibilities that go with that role.

**S27bb) Role Conflict:** a situation where a person is confronted with conflicting \_\_\_\_\_ due to their simultaneously having two or more social \_\_\_\_\_.

**What 3 Social Roles are in Conflict here?**

Social Statuses:

Social Roles:

**S27c) Social Statuses:** positions within a Group or Society that determine how others \_\_\_\_\_  
\_\_\_\_\_ us.

**Types of Social Status:**

- **Ascribed** (granted by \_\_\_\_\_):
- **Achieved** (i.e., \_\_\_\_\_):
- **Master** (so key or core it carries \_\_\_\_\_ in determining how others view & treat you. Usually visible):

What “master statuses” appear in this film, and what stereotypes accompany each status?

Social Status:

Accompanying Stereotype:

### S27d) Different kinds of Social Groups:

- **Group:** an \_\_\_\_\_ association between a number of people who share some social, economic, or political role in common. (Example?)
- **Organization:** a \_\_\_\_\_ association of people dedicated to achieving some social, cultural, economic or political task or goal. (Example?)
- **Social Institutions:** relatively stable roles, behaviors & \_\_\_\_\_ designed to enable a \_\_\_\_\_ . (Example?)

S27e) **Stratification Systems:** a system or systems that \_\_\_\_\_ people into \_\_\_\_\_, thereby giving each \_\_\_\_\_ a different degree of power, wealth, opportunities & privileges.


### S27ee) GENERAL DISTRIBUTION OF WEALTH, POWER & PRIVILEGE IN AMERICA

#### High Wealth/Power/Privilege

<u>SEX</u>	<u>RACE</u>	<u>CLASS</u>
Males	Whites	Upper Class
		Upper Middle Class
		Lower Middle Class
Females	Minorities	Working Class
<b>Low Wealth/Power/Priv.</b>		<b>Lower/Under Class</b>

S27f)

Levels of Society :

- 
- »Individuals
  - »Primary Groups
  - »Secondary Groups
  - »Formal Organizations
  - »Institutions
  - »Stratification Systems
  - »Societies
  - »Cultures

**S27g) Eitzen's "Structure of Sport & Society"**BaseballRural SocietyCharacteristics/TraitsUrban SocietyFootball

1) Pace &amp; sense of time?

2) Degree of Specialization?

3) Importance of quantity?

4) Importance of violence?

Which world did soccer emerge from?

How does this explain soccer's current level of popularity in the US?

**Unit 5: Socialization**

**S28) Socialization:** What happens in socialization is that the social world is internalized within the child. The same process ... occurs every time the adult is initiated into a new social context or group. Society, then, is not only something "out there" ... but it is also "in here", part of our innermost being."

-Peter Berger, Invitation to Sociology.

29) **Socialization Defined:** the \_\_\_\_\_ whereby people acquire the  
\_\_\_\_\_ essential for effective participation in society.

**S30) Social Learning Theory:**

► the internalization of society's \_\_\_\_\_ occurs through the positive & negative  
\_\_\_\_\_ of our parents, peers & society via conditioning.

► ("conditioning": the process whereby the \_\_\_\_\_ of a behavior determine its

\_\_\_\_\_ of occurrence)

### S31) Logic Behind “Looking Glass Self” & “Taking Role of Generalized Other” Processes

- As social creatures humans worry about what others think of them, thus at a certain stage of development children acquire the ability to \_\_\_\_\_ as other’s \_\_\_\_\_ them.
- This compels them to \_\_\_\_\_ to other people’s \_\_\_\_\_ (i.e., social norms) to avoid looking foolish or inferior.

### S32) Cooley’s 3-Step Process Applied to Body Size

- 1) We imagine how we appear to other’s...
- 2) We imagine how other’s \_\_\_\_\_ our appearance...
- 3) We have an emotional reaction to our conclusion...

### (S33) Impression Management:

Since people generally treat you according to how you \_\_\_\_\_ yourself, a psychologically healthy individual has no single, unitary self, but simply a collection of personas that tell others how they should be \_\_\_\_\_. Examples?

### S34) Erikson’s “Eight Stages of Development”

- |   |                             |
|---|-----------------------------|
| 1) Infancy:                               | Basic Trust vs. mistrust    |
| 2) Early Childhood:                       | autonomy vs. shame/doubt    |
| 3) 4 <sup>th</sup> -5 <sup>th</sup> Year: | initiative vs. guilt        |
| 4) 6 <sup>th</sup> Year-Puberty           | industry vs. inferiority    |
| 5) Adolescence                            | Identity vs. role confusion |
| 6) Young Adulthood                        | Intimacy vs. isolation      |
| 7) Adulthood                              | Generativity vs. stagnation |
| 8) Old Age                                | Integrity vs. despair       |

## Unit 6: Gender

### 35) Topic Objectives:

- 1) How are “Sex Category Differences” & “Gender Differences” separate phenomena?
- 2) Are “gender differences” produced by biology or culture?
- 3) What causes the “Gendering Process”?
- 4) How does “Gender” create systems of culture & stratification?
- 5) What is sexism, and how does it oppress women and limit men in our society?

**S35a) Sex Categories:** The division of organic beings into different categories based upon their anatomical, genetic & reproductive differences.

- Easy to do with di-morphic animals.

### **S35b) Sex Differences**

- the purely \_\_\_\_\_ differences that result from being born either a \_\_\_\_\_ or a \_\_\_\_\_.
- Males:                                      Females:
- penis;    vagina;
- 30% stronger;                                      30% weaker;
- testes;    ovaries;
- pronounced facial hair;                                      little facial hair.

### **S35c) Gender: A System of Culture & Stratification:**

- As Culture: the cultural understandings of what constitutes \_\_\_\_\_ or \_\_\_\_\_ in a society (i.e. how one is supposed to act & feel if born \_\_\_\_\_);
- As Stratification: a system of stratification in which \_\_\_\_\_ assume and acquire more power, importance & privileges than do \_\_\_\_\_.

### **S35d) Discussion Questions for “Fight Like a Girl Club” Video Clip:**

Instructions:

1) Make a list of all of the norms of masculinity that the men in this film are breaking.

2) According to the film, how is a real man supposed to act?

### **S35e) ”Sex Category Differences” vs. “Gender Differences”:**

- **Sex Category Differences:** \_\_\_\_\_ based differences between the sexes (XX; XY; XXY; etc.)
- **Gender differences:** social behavior which \_\_\_\_\_ how one \_\_\_\_\_ about one's proclaimed \_\_\_\_\_ category.

**S36a) Cultural Transmission Theory of Gender:****Socialization Theory of Gender:**

- Boys act masculine & girls feminine because they are \_\_\_\_\_ for acting that way by their relatives, peers & older members of society.
- \_\_\_\_\_ for proper behavior;
- \_\_\_\_\_ or \_\_\_\_\_ comments for inappropriate behavior);

**S36b) Gender Socialization in the Classroom:**

- Boys \_\_\_\_\_ more answers than girls;
- Teachers tolerated \_\_\_\_\_ shouting & disruptions but often reminded \_\_\_\_\_ they weren't "following the rules";
- Teachers praised intellectual aspects of boys' papers, neatness of girls' papers;

Source: Childhood Education v73:36-9, 1996.

- Apparent Result: Female self esteem drops during puberty, but not for boys.

**(S37a) Psychoanalytic Theory of gender:**

1. different treatment as \_\_\_\_\_ causes different ego developments in each sex.
2. strong \_\_\_\_\_ in males (male infants \_\_\_\_\_ to go out and explore the world → leads to greater autonomy & self-confidence)
3. \_\_\_\_\_ in females (mothers much closer to and protective of their female infants → females never fully cut the umbilical cord psychologically)

**S37aa) Lyrics to "Daddy's Little Girl" (A Heavily requested US Wedding Song)**

And you're Daddy's Little Girl. You're the end of the rainbow. My Pot of Gold. You're Daddy's Little Girl to have & hold. A precious gem is what you are. You're Mommy's Bright & shining star. You're the spirit of Christmas. My star on the tree. You're the Easter Bunny to Mommy & me. You're sugar. You're spice. You're everything nice and you're Daddy's Little Girl.....

**S37b) Cognitive Development Theory of Gender:**

- 1) Child comes to \_\_\_\_\_ itself as either male or female from \_\_\_\_\_ months;
- 2) Child adopts \_\_\_\_\_ behavior as observed in others;
- 3) Child begins to act in rigidly \_\_\_\_\_ ways (i.e., is disturbed by unexpected differences).



**S38/39) BEM's survey of Adjectives that are More Desirable in Each Sex\*****Males**

Acts as a leader  
 Aggressive  
 Ambitious  
 Analytical  
 Assertive  
 Athletic  
 Competitive  
 Defends own beliefs  
 Dominant  
 Forceful  
 Has leadership abilities  
 Independent  
 Individualistic  
 Makes decisions easily  
 Masculine  
 Self reliant  
 Self-sufficient  
 Strong personality  
 Willing to take a stand  
 Willing to take risks

**Females**

Affectionate  
 Cheerful  
 Childlike  
 Compassionate  
 Does not use harsh language  
 Eager to soothe hurt feelings  
 Feminine  
 Flatterable  
 Gentle  
 Gullible  
 Loves children  
 Loyal  
 Sensitive to needs of others  
 Shy  
 Soft-spoken  
 Sympathetic  
 Tender  
 Understanding  
 Warm  
 Yielding

\* Source: Bem, S, 1981, *Scoring guide for the Bem Sex-Role Inventory*.

**S40) Abbreviated list of Bem's Dichotomously Gendered Traits:**• **Masculine**

- Assertive
- independent
- self-centered
- rational
- strong/tough
- loud
- opinionated

**Feminine:**

passive  
 dependent  
 caring about others  
 emotional  
 weak/tender  
 soft spoken  
 careful

### S41a) Androgyny: Simultaneously Combining Masculinity & Femininity:



### S44) Religious Disseminations of Male Supremacy

"If a woman has conceived seed, and bears a male child: then she shall be unclean seven days" ([Leviticus 12:2](#))

"But if she bears a female child, then she shall be unclean two weeks" ([Leviticus 12:5](#))

St. Paul, in I Timothy 2:12-15: "I am not giving permission for a woman to teach or tell a man what to do... A woman ought not to speak, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

"Men are superior to women on account of qualities in which God has given them preeminence." Quran 4:34

**S45a: Sexism:** the belief that one sex is \_\_\_\_\_ superior to the other sex.

### S45b: Sexism Group Assignment:

- 1) Form teams of 4-5;
- 2) Find 3 pieces of textual evidence that the author of this ad is a sexist;
- 3) Have group leader give report.

# Female Drivers

## *Why pay more for car insurance?*

Here are some reasons why this policy has been **specially designed** for women.

We cover all Breakdowns emotional and physical

*Special Allowances for:*

- Hesitancy and driving dangerously slow
- Concentrating too hard to be polite
- That special week each month\* (even though you won't admit it)
- Not being able to judge the size of your car
- Talking to your passenger
- Driving in heels
- Total inability to park



*We EVEN allow for:*

- Giving your car a name
- Looking *through* the steering wheel
- Rear view obscured by furry toys
- Checking your lipstick

*AND*

- Obtaining your license from a christmas cracker



Source: [www.birminghamuk.com/femaledriver.htm](http://www.birminghamuk.com/femaledriver.htm).

### <sup>s47)</sup> Percentage of US Women in High Political Office, 1990 vs. 2007-9

<i><b>Office Type:</b></i>	<i><b>1990</b></i>	<i><b>2007-9</b></i>
President:	0	0
US Senate:	2	
US House:	6	
Governors:	6	16.1
State Legislators:	17	23.5

Source: [www.cawp.rutgers.edu/Facts.html#elective](http://www.cawp.rutgers.edu/Facts.html#elective)

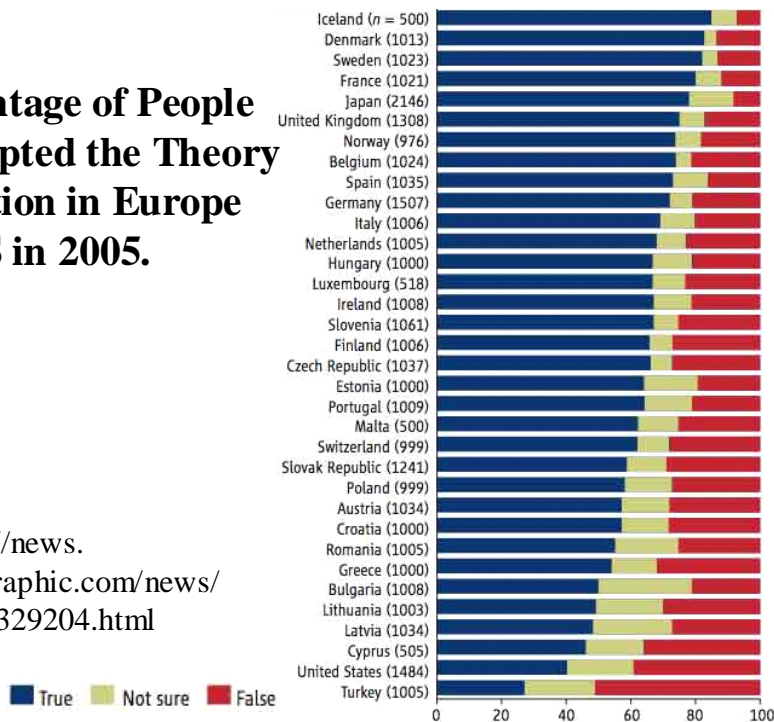
S48b)

**Percentage of Female National Legislators in Major Industrialized Protestant nations in 2004-2007**

Country	% Women	Elections
Sweden	47.3	09 2006
Finland	42	03 2007
Norway	37.9	09 2005
Denmark	36.9	02 2005
Netherlands	36.7	11 2006
New Zealand	32.2	09 2005
Iceland	31.7	05 2007
Germany	31.6	09 2005
Switzerland	29.5	10 2007
Australia	24.7	10 2004
Canada	20.8	01 2006
U.K.	19.7	05 2005
U.S.A.		11 2006

Source: Inter Parliamentary Union @ [www.ipu.org/wmn/e/classif.htm](http://www.ipu.org/wmn/e/classif.htm)

**48c) Percentage of People who Accepted the Theory of Evolution in Europe & the U.S in 2005.**



Source: <http://news.nationalgeographic.com/news/bigphotos/21329204.html>

**S48d) The Political Strength of Evangelical or “Born Again” Christians in the U.S.:**


- In a 2000 Gallop Poll of Americans, 45% identified themselves as “Evangelical or Born-Again” Christians.\*
- What position does the New Testament take on women exercising political power?

\*Source: [www.publiceye.org/magazine/v17n2/evangelical-demographics.html](http://www.publiceye.org/magazine/v17n2/evangelical-demographics.html)

S48e) **St. Paul's Views on Women & Power:** St. Paul, in I Timothy 2:12-15: "I am not giving permission for a woman to teach or tell a man what to do... A woman ought not to speak, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

S48f) **% Government Female & Government Mandated Maternity Leave Levels** €

Country	% Women	Weeks	% Pay
Sweden	47.3	64+	75
Finland	42	15	80
Norway	37.9	18+	100
Denmark	36.9	18+	100
Netherlands	36.7	16	100
New Zealand	32.2	14	0
Iceland	31.7	8	flat rate
Germany	31.6	14	100
Switzerland	29.5	8	100
Australia	24.7	52	0
Canada	20.8	17	55
U.K.	19.7	18	90-flat
U.S.A.			

Source: International Labor Organization @   
[www.ilo.org/global/About\\_the\\_ILO/Media\\_and\\_public\\_information/Press\\_releases/lan-g--en/WCMS\\_008009/index.htm](http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lan-g--en/WCMS_008009/index.htm)

S49) **Sex of Executives Officers at the Fortune 500 Companies in 2005:**

Title	Number of Positions:	# of Women in Position:	% Female
Chair Only	71	0	0
Vice Chair	110	7	6.4
CEO	502	8	1.6
President	139	4	2.9
COO	76	2	2.6
Senior Exec. VP	57	7	12.3
Executive VP	1428	196	13.7
Total	2383		

Source: Catalyst 2005 at [www.catalyst.org/files/full/2005%20COTE.pdf](http://www.catalyst.org/files/full/2005%20COTE.pdf)  
 -2010 total for female executive officers = %, Catalyst 2010.

S50) **Top 2 Reasons Women Get Passed over for Fortune 500 Executive Positions:**

- According to Catalyst's 2005 survey of male and female CEOs, the top 2 reasons women get passed over for most upper management jobs is because:
  - 1) Women don't get as much lateral job experience as do men; and
  - 2) Women aren't viewed as being as strong at leadership as are men.

Source: Catalyst 2005, at [www.catalyst.org/files/full/2005%20COTE.pdf](http://www.catalyst.org/files/full/2005%20COTE.pdf)

S51) **2008 Average U.S. Income by Sex & Education in Thousands:**

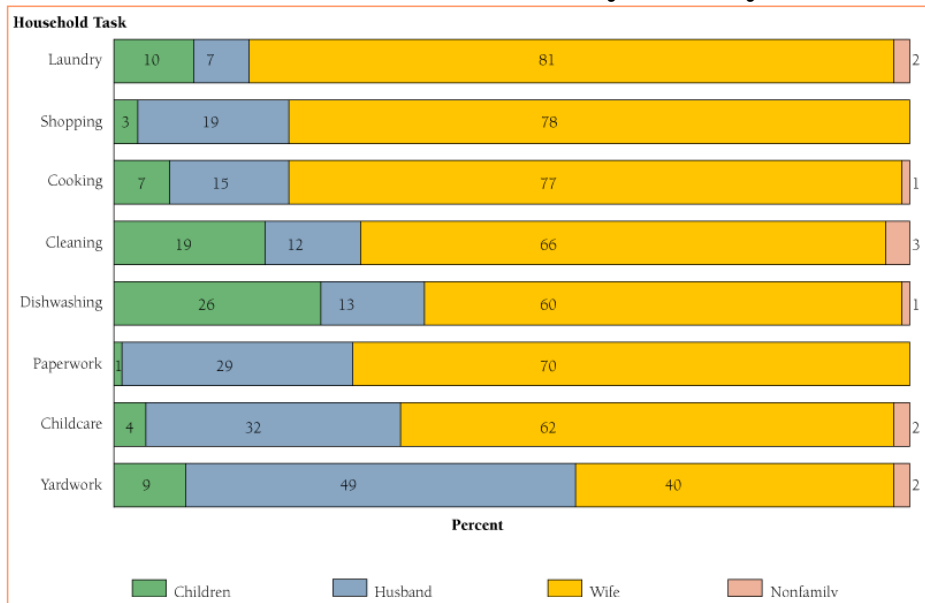
Years of Education	Women	Men	Female Share of Male Earnings
<9	21.3	28.3	75%
9 to 12	22.2	33.5	66%
HS grad	31.7	43.5	73%
AA/AS	39.9	54.8	73%
BA/BS & >	60.3	94.2	64%
Total		61.8	

Note: Includes only full-time, year round workers aged 18 and older.

Source: 2008 U.S. Census @

[www.census.gov/compendia/statab/2011/tables/11s0702.pdf](http://www.census.gov/compendia/statab/2011/tables/11s0702.pdf)

S52) **Household Task Distribution by Family Members**



Source: Goldscheider & Waite, *New Families or No Families?* Berkeley: University of California Press, 1991 (176).

## Unit 7: Class & Stratification Slides

- **S59a) Socio-economic Class:** A social and economic system in which groups of people are systematically ranked into \_\_\_\_\_ (each with a \_\_\_\_\_ of rewards, privileges, and resources) according to how much human and economic capital they possess.

### S59b) Economic System of Classifying People:

	<u>Individual Wages in 2011 \$:*</u>	<u>% Earners^</u>
• poor/lower class:	<\$ 0 - ,890	9.1
• working class:	\$ ,891 - 29,999	25.3
• lower mid class:	\$ 30,000 - 49,999	20.6
• upper mid class:	\$ 50,000 - 149,999	29.1
• upper class:	\$150,000 - millions	5.8

Dept of Health & Human Services poverty guidelines for an individual was ,890 in 2011; see <http://aspe.hhs.gov/poverty/11poverty.shtml>

Any theoretical problems with this system?

### S59c) Sorting Americans into their Socio-economic Classes

Median Annual Wages for Various Occupations, June 2006 US Census				
Occupation:	Yearly Wage	Prestige Score	Typ. Educ.	Class
CEOs	\$140,013		Grad or prof	UC
Doctors & surgeons	\$127,999	86	Grad or prof	UMC
Lawyers	\$101,695	74	Grad or prof	UMC
Engineers	\$74,936	73	BS-Grad	UMC
Computer programmers	\$64,621		BS-Grad	UMC
College Instructors	\$63,568	74	Grad or prof	UMC
Chemists/materials scientists	\$60,840		BS-Grad	UMC
<b>Accountants and auditors</b>	<b>\$52,749</b>		<b>BS</b>	<b>LMC-UMC</b>
Police officers	\$50,606	60	HS	LMC
<b>K-12 Teachers</b>	<b>\$46,000</b>	<b>65</b>	<b>BA/BS-Grad</b>	<b>LMC-UMC</b>
Plumber/pipefitter/steamfitter	\$43,680		HS & Voc train	LMC
Electricians	\$42,120	51	HS & Voc train	LMC
Insurance sales agents	\$40,000	45	AA/AS	LMC
<b>Automotive service tech/mechanic</b>	<b>\$37,960</b>	<b>40</b>	<b>HS &amp; Voc train</b>	<b>LMC</b>
<b>All Workers</b>	<b>\$33,634</b>			
<b>Secretary/administrative asst.</b>	<b>\$33,351</b>	<b>46</b>	<b>HS - AA/AS</b>	<b>LMC</b>
Retail sales manager	\$33,280		AA/AS	LMC
Production/Factory workers	\$28,475		HS degree	WC
Data entry workers	\$26,520		HS degree	WC
Construction laborers	\$26,050		9-12 years HS	WC
Retail sales persons	\$22,905		HS degree	WC
Janitors & cleaners	\$21,932	22	9-12 years HS	WC
Nurses aide/orderly/attendants	\$21,632		9-12 years HS	WC
Security guards	\$20,800		9-12 years HS	WC
Cooks	\$19,469	31	9-12 years HS	WC
Cashiers	\$17,992		9-12 years HS	WC
Maids/housecleaners	\$16,640	14	9-12 years HS	WC
Dishwashers	\$16,012		9-12 years HS	WC
Farmworkers and laborers	\$15,600		9-12 years HS	WC
Wages source: U.S. Bureau of Labor @ <a href="http://www.bls.gov/ncs/ocs/sp/ncbl0910.pdf">www.bls.gov/ncs/ocs/sp/ncbl0910.pdf</a>				
Prestige source: Hughes & Kroehler, <i>Sociology the Core</i> , 2005:188.				



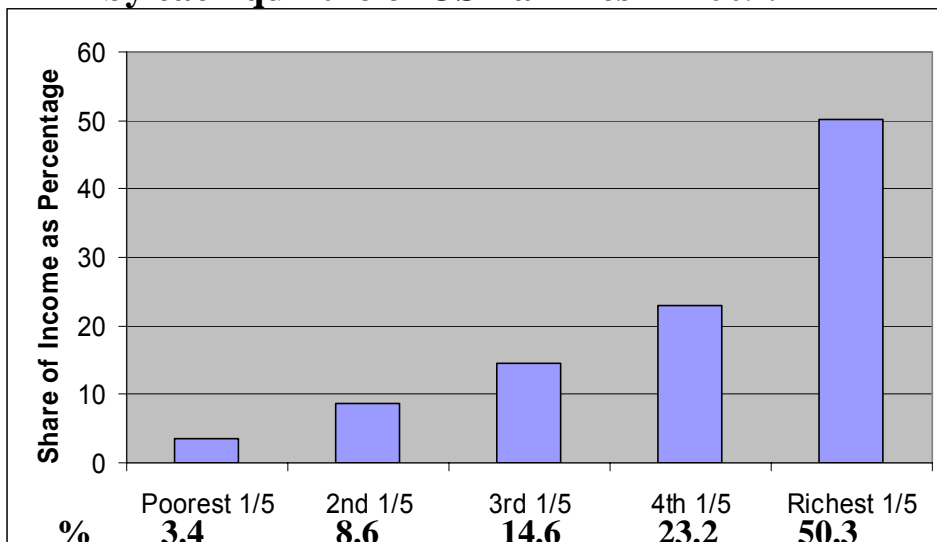


<b>Working Class (32%)</b>	Clerical, pink & blue collar workers with typically low job security and autonomy.  Common incomes: \$ ; Square Footage of Houses: .	High School
<b>Lower Class (13.3% - 17%)</b>	People occupying the poorest paid positions or relying on government assistance. Common incomes \$ ^ ; Square Footage of Houses: . Major causes of falling into poverty:	1-3 yrs. High School

\*:The above model of socio-economic classification borrows from the research of Thompson & Hickey 2005, *Society in Focus*. Boston, MA: Pearson, Allyn & Bacon. \*: HHS Poverty Guidelines for a family of 3 was \$ ,530 in 2011, see <http://aspe.hhs.gov/poverty/11poverty.shtml>

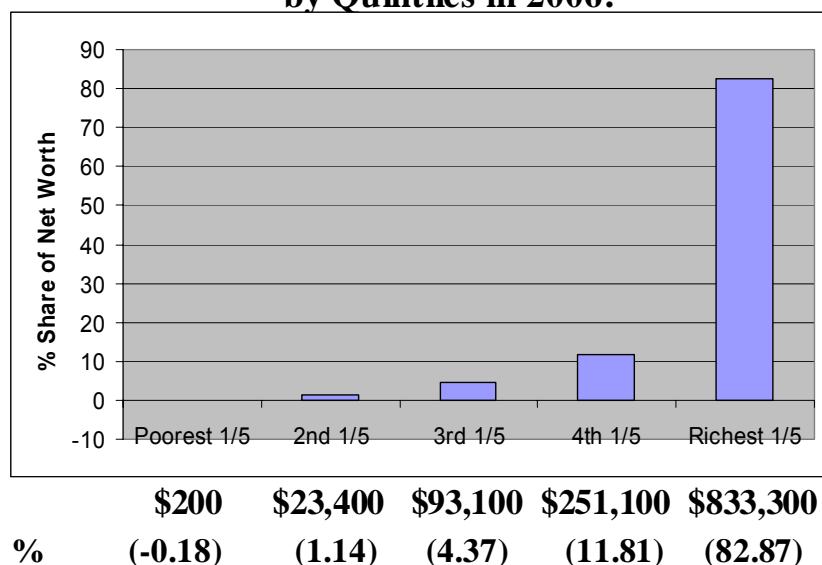
**S70) Socio-economic Class:** A social and economic system in which groups of people are \_\_\_\_\_ into \_\_\_\_\_ grades (each with a **different degree of rewards, privileges, and resources**) according to how much human capital they possess. (The next slide is S74)

**S71a) Share of Aggregate Income Received by each quintile of US Families in 2009:**

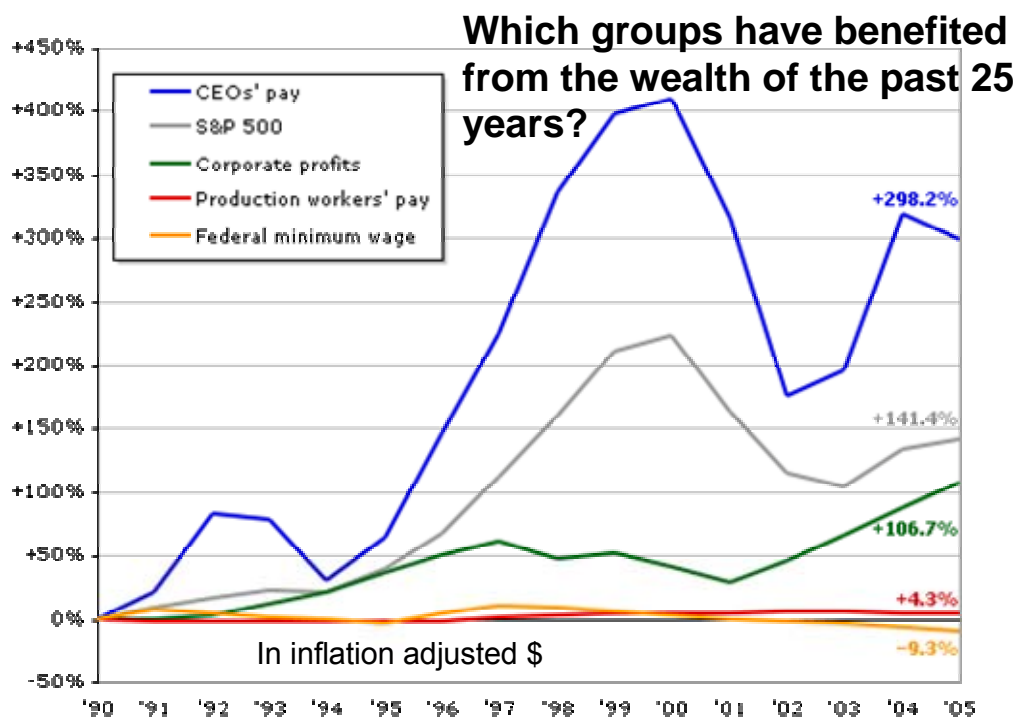


Source: U.S. Census Bureau at: [www.census.gov/hhes/www/income/data/historical/household/H02AR\\_2009.xls](http://www.census.gov/hhes/www/income/data/historical/household/H02AR_2009.xls)

**S72a) Share of Total Net Worth of U.S. Families  
by Quintiles in 2006:**

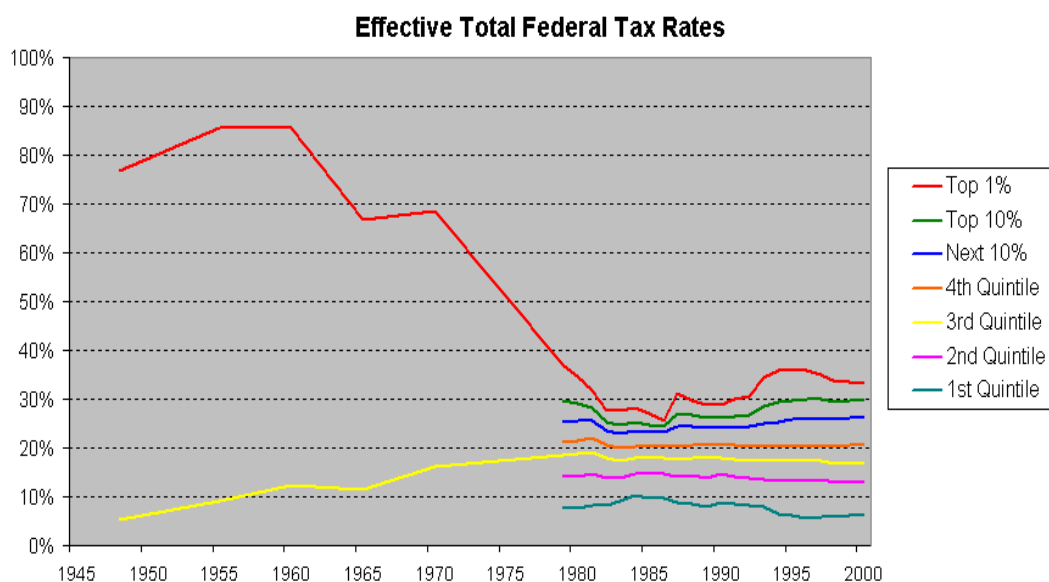


Source: U.S. Census Bureau, generated by Hughes & Kroehler, *Sociology the Core*, 2009: 181



Source: *Executive Excess 2006*, the 13th Annual CEO Compensation Survey from the Institute for Policy Studies & United for a Fair Economy.

## S74) Which classes benefited from the 1961-87 tax cuts?

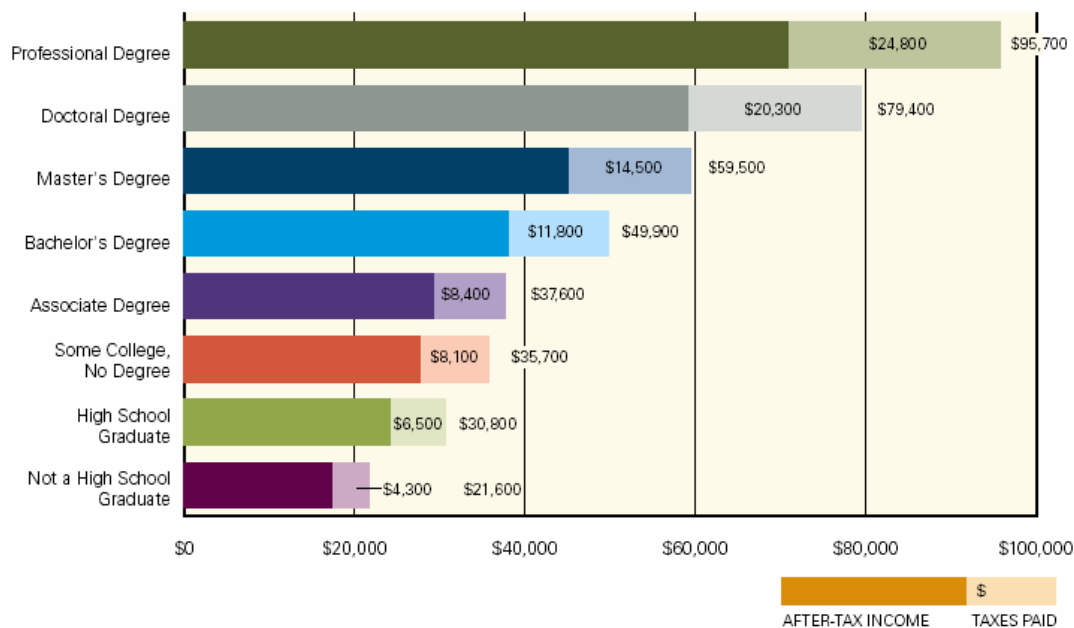


[www.cbo.gov/showdoc.cfm?index=4514&sequence=3&from=0;](http://www.cbo.gov/showdoc.cfm?index=4514&sequence=3&from=0;)

Average Income: [www.aflcio.org/corporateamerica/paywatch/](http://www.aflcio.org/corporateamerica/paywatch/)

(S75) Source: [www.collegeboard.com/prod\\_downloads/press/cost05/education\\_pays\\_05.pdf](http://www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf)

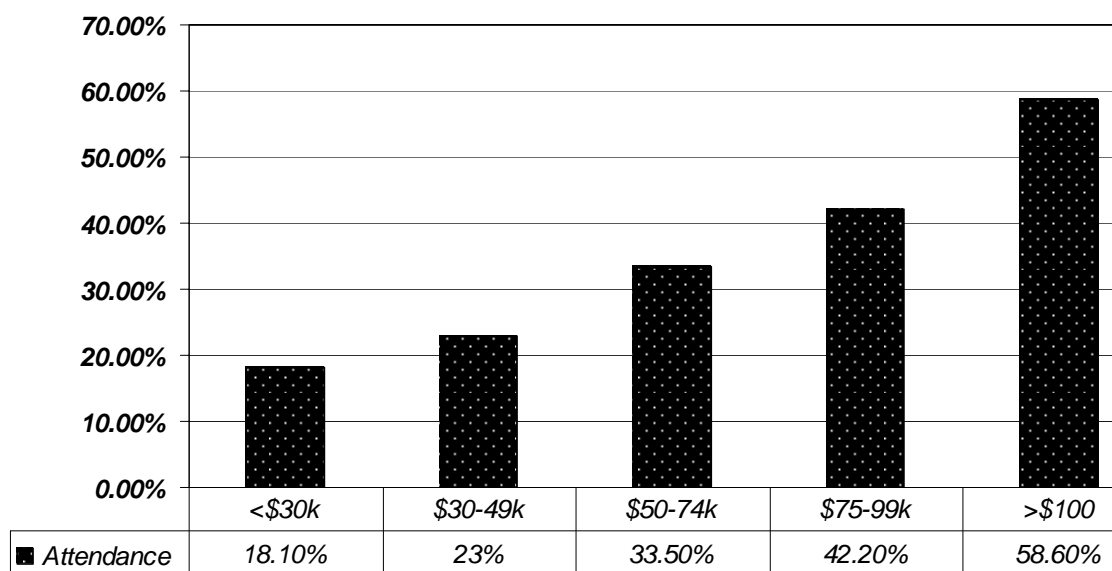
**Figure 1:** Median Earnings and Tax Payments by Level of Education, 2003



Note: Includes full-time year-round workers age 25 and older.

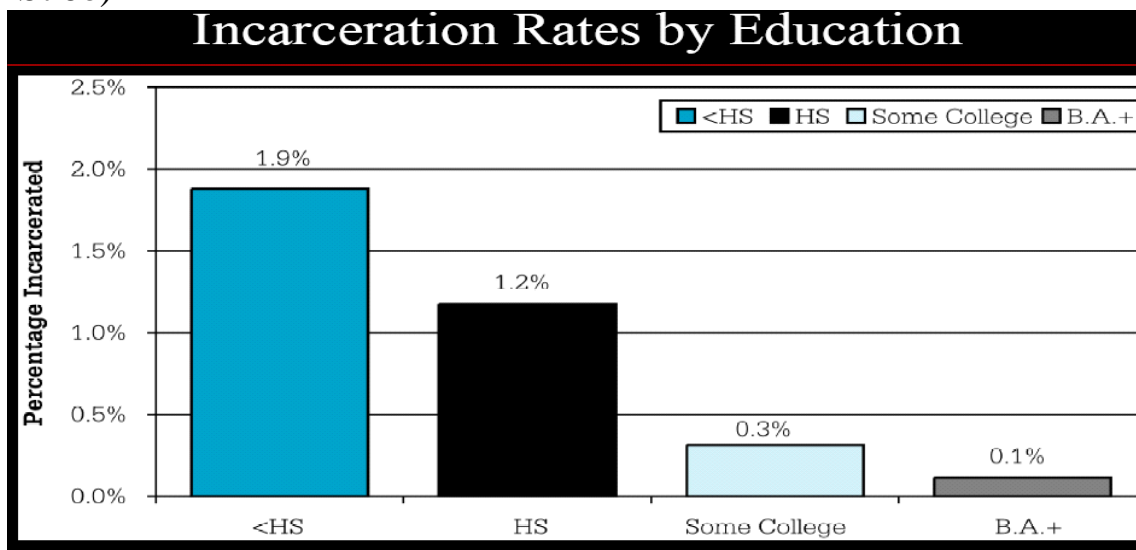
Sources: U.S. Census Bureau, 2004a, PINC-03; Internal Revenue Service, 2004, Table 3; McIntyre, et al., 2003; calculations by the authors.

S76a) **Full-Time, 4-year College Attendance of dependents by Family Income (2005):**



Source: College Access Pipeline Report at [www.stlp-20.org/docs/CAP-Report-July-2009.pdf](http://www.stlp-20.org/docs/CAP-Report-July-2009.pdf)

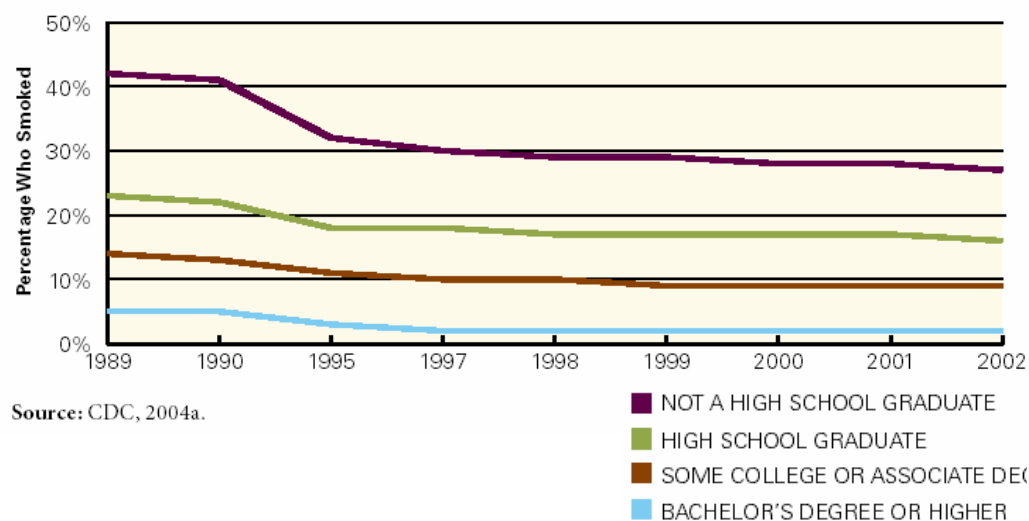
S76b)



Source: Harlow, C.W. (2003). *Education and Correctional Populations for 1997*. Bureau of Justice Statistics, Department of Justice. NCJ195670.

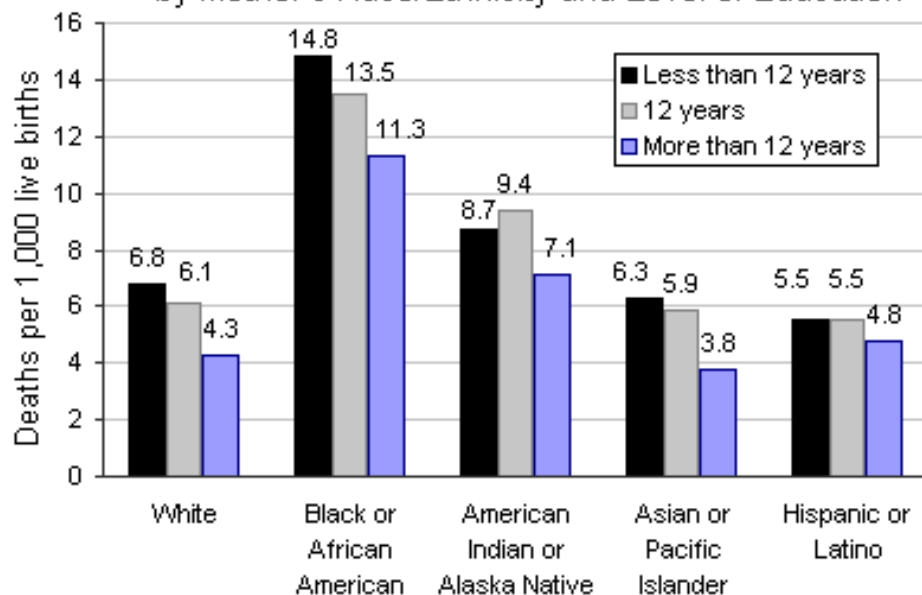
## S77: % of Mothers aged 20 &+ Who Smoked during Pregnancy, 1989-2002

**Figure 5b:** Percentage of Mothers Age 20 and Older Who Smoked During Pregna



Source: [www.childtrendsdatabank.org/pdf/11\\_PDF.pdf](http://www.childtrendsdatabank.org/pdf/11_PDF.pdf)

## S91f) Infant Mortality in 2003 by Mother's Race/Ethnicity and Level of Education

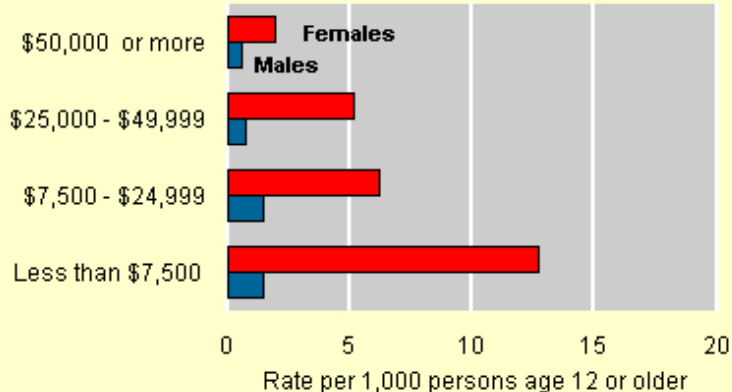


Source: Health, United States, 2006. Nat. Center for Health Statistics, U.S. DHHS  
[www.calvert-henderson.com/health.htm](http://www.calvert-henderson.com/health.htm)

S78) **What relationship exists between domestic violence & class in the U.S.?**

**Average annual nonfatal intimate partner victimization rate, by income and gender, 2001- 2005**

Annual household income of victim



Source: Bureau of Justice Statistics at [www.ojp.gov/bjs/pub/pdf/ipv.pdf](http://www.ojp.gov/bjs/pub/pdf/ipv.pdf)

Annual household income of victim	Females	Males
Less than \$7,500	12.7	1.5
\$7,500 to \$24,999	6.2	1.5
\$25,000 to \$49,999	5.2	.8
\$50,000 or more	2.0	.6

x > than \$50K+

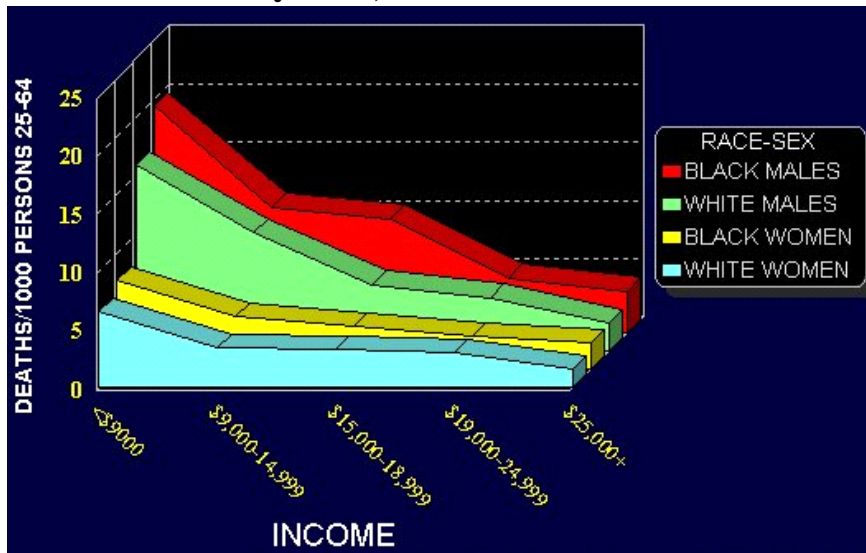
S79 The Relationship between Family Income & Child Abuse:

Compared to children whose families earned more than \$30,000 a year in 1993, those children in families earning less than \$15,000 per year were:

- 60x more likely to die from maltreatment;
- nearly 56x more likely to be educationally neglected;
- over 44x more likely to be neglected;
- over 29x more likely to be emotionally neglected;
- almost 18x more likely to be sexually abused;
- almost 16x more likely to be a victim of physical abuse;
- 13x more likely to be emotionally abused;

Source: Sedlak & Broadhurst 1996, *Executive Summary of the Third National Incidence Study of Child Abuse and Neglect* @ [www.childwelfare.gov/pubs/statsinfo/nis3.cfm](http://www.childwelfare.gov/pubs/statsinfo/nis3.cfm)

S80d) **Mortality Rates of 25-64 year olds  
by Race, Class & Gender**



Source: Gregory Papas, *New England Journal of Medicine*, 7/8/93.

**S80e) Theories of Social Stratification: Functionalist Perspective:** Stratification exists because it helps society provide a system for \_\_\_\_\_ people to \_\_\_\_\_ all the statuses needed for society to run smoothly.

Examples?

- **Criticism:** Stratification is dysfunctional; many people of high ability are not rewarded, while many people are rewarded for doing things that are not functionally important to society.

Examples?

**S80f) Theories of Social Stratification: Conflict Perspective:** Stratification exists because it \_\_\_\_\_

those individuals & groups with the power to perpetuate the \_\_\_\_\_ they receive & the disadvantages others receive.

-Consensus is achieved through “false consciousness”.

Examples?

Criticism: Wealth & class are not the only \_\_\_\_\_ (i.e., racism & sexism are ignored by some conflict theorists);

Examples?

-Not all inequalities create oppression.

Examples?

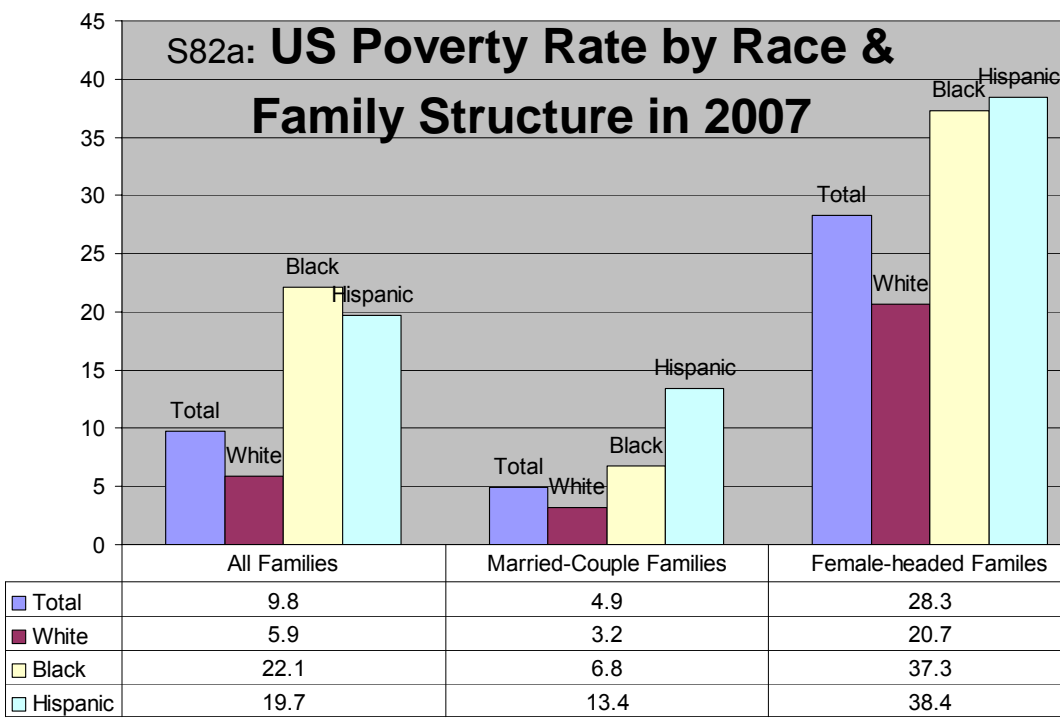
**S80g) “Culture of Poverty” Theory:** suggests that poverty is caused by the low self-esteem, disorganization, poor work habits, dysfunctional attitudes, and the psychologically and structurally \_\_\_\_\_ of the lower class.

- Is there any truth to this? Are there things some lower-class people do to make it harder to get a good job?
- Question: Do most poor people grow up in a “culture of poverty”?

(S81c) **2009 Poverty Rates by Race” of Person:**

	<u>% Below Poverty Line:</u>
Non-Hispanic Whites:	9.4
Asians:	12.5 (33% > nh whites)
Hispanics:	( x nh whites)
African Americans:	( x nh whites)
All Americans	14.3

Source: U.S. Census at [http://www.census.gov/newsroom/releases/archives/income\\_wealth/cb10-144.html#tableb](http://www.census.gov/newsroom/releases/archives/income_wealth/cb10-144.html#tableb)



[www.census.gov/hhes/www/macro/032008/pov/new06\\_100.htm](http://www.census.gov/hhes/www/macro/032008/pov/new06_100.htm)



S82b) **U.S. Poverty Rates by Family Type & Presence of Workers (2007):**

Family Type:	% in Poverty
Married Families:	4.9
All families:	9.8
Male-Headed Families:	13.6
Female-Headed Families:	28.3
Female-Headed Families with 1 or more workers:	

Would most single moms be lifted out of poverty if they “just went to work”, as many conservatives claim?

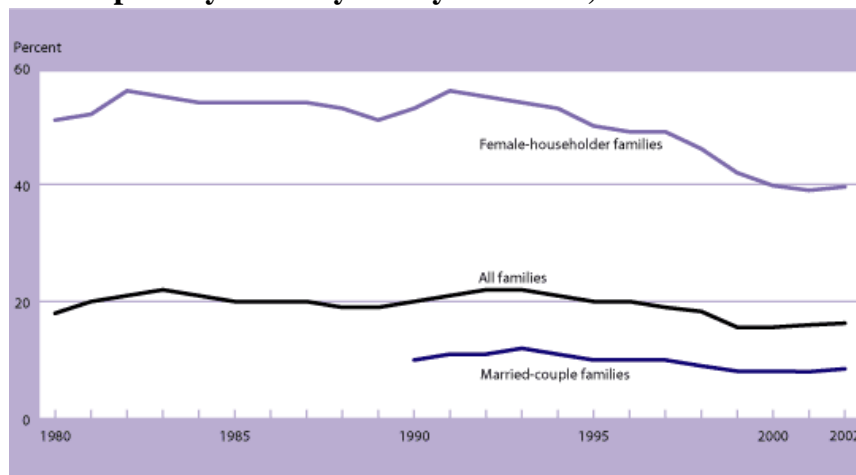
Source: U.S. Census Bureau, 2008 @[www.census.gov/hhes/www/macro/032008/pov/new06\\_100\\_01.htm](http://www.census.gov/hhes/www/macro/032008/pov/new06_100_01.htm)

S82c) **Median Family Income by House-Hold Type in 2007**



[www.census.gov/compendia/statab/2010/tables/10s0683.pdf](http://www.census.gov/compendia/statab/2010/tables/10s0683.pdf)

S82d) **% of related children under 18 living below selected poverty levels by family structure, 1980-2002**



NOTE: Estimates refer to children under age 18 who are related to the householder. In 2002, the average poverty threshold for a **family** of four was \$18,392 in annual income.  
SOURCE: U.S. Census Bureau, March Current Population Survey.

S82e) **Inadequacy of US Minimum Wage:**

Hourly Wages:

Yearly Wage:

\$5.15 (1/07 Fed. Min. Wage): \$10,712

\$7.25 (2009 Fed. Min. Wage): \$15,080

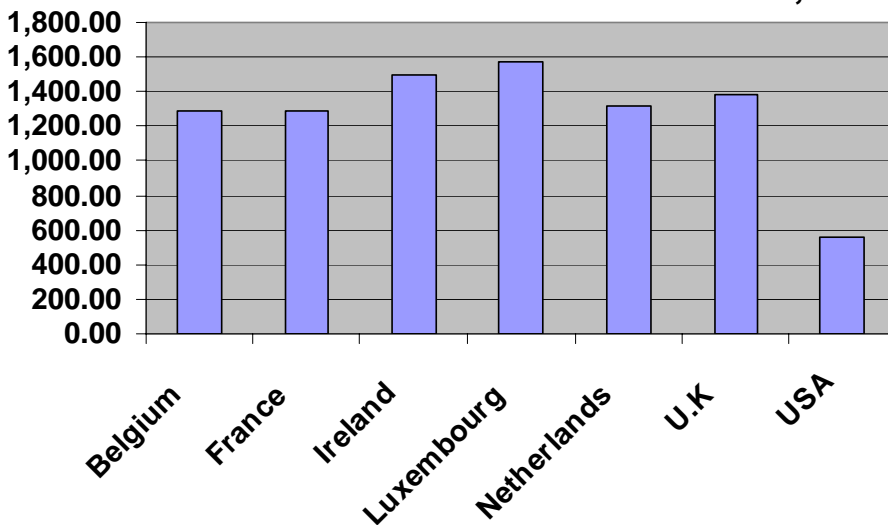
\$9.68 ('05 Walmart Average  
for FT Employees): \$20,134

Guess how much the average Walmart employee  
received in federal poverty subsidies in 2004?

\$ \_\_\_\_\_

Source: <http://www.politicalaffairs.net/article/articleview/976/1/32/>

S83a **Statutory Minimum Wage in Euros per Month in Jan. 2007 for FT Workers, 23+.**




Source: Federation of European Employers Website @  
[www.fedee.com/minwage.html](http://www.fedee.com/minwage.html)

S83b: Percentage of  
People Living in Poverty in  
Various Nations of the  
Rich, Industrialized World:

<b>Finland</b>	<b>5.4</b>
<b>Sweden</b>	<b>6.5</b>
<b>Netherlands</b>	<b>7.3</b>
<b>Austria</b>	<b>7.7</b>
<b>Belgium</b>	<b>8</b>
<b>Germany</b>	<b>8.3</b>
<b>Canada</b>	<b>11.4</b>
<b>UK</b>	<b>12.4</b>
<b>Italy</b>	<b>12.7</b>
<b>Ireland</b>	<b>16.6</b>
<b>U.S.</b>	

\*Poverty = < 50% of median adjusted disposable income for individuals.  
See Smeeding 2006, Journal of Economic Perspectives 20: 1.

### S83d) Wealth Distribution of Major Industrial Nations, 2003

Country	Income Fairness*	Infant Mortality	Life Expectancy
United States	40.8	6.8	77.1
United Kingdom	36.8	5.3	78.2
Ireland	35.9	5.3	77.4
Australia	35.2	4.8	80.1
Switzerland	33.1	4.4	80.0
France	32.7	4.4	79.3
Netherlands	32.6	4.3	78.7
Taiwan	32.6	6.7	76.9
Spain	32.5	4.5	79.2
Korea, South	31.6	7.3	75.4
Canada	31.5	4.9	79.8
Germany	30.0	4.2	78.4
Belgium	28.7	4.6	78.3
Italy	27.3	6.2	79.4
Norway	25.8	3.9	79.1 * 0= Perfect Fairness-Income Dist.
Finland	25.6	3.7	77.9
Sweden	25.0	3.4	80.0 Source: CIA 2003 Factbook
Japan	24.9	3.3	80.9 <a href="http://www.cogsci.indiana.edu/">http://www.cogsci.indiana.edu/</a>
Denmark	24.7	4.9	77.1 <a href="http://farg/harry/geo/world2003.htm">farg/harry/geo/world2003.htm</a> 

0= Perfectly fair distribution of income among the population; higher scores mean less fairness.

### S83e) Voting Rates by Income & Race in 2004 US National Election

<u>Income:</u>	<u>Voting Rate</u>		
<\$20,000	48%		
\$20,000-29,999	58%		
\$30,000-39,999	62%		
\$40,000-49,999	69%		
\$50,000-74,999	72%		
\$75,000-99,999	78%		
\$100,000 &/>	81%		
<b><u>Race:*</u></b>			
White only (NH)	67%		
Black only	60%		
Hispanic (any race)	47%		
Asian only	40%		
*: Includes only citizens.			
Source: <a href="http://www.census.gov/prod/2006pubs/p20-556.pdf">www.census.gov/prod/2006pubs/p20-556.pdf</a>			

### S83f) Summary: Major Causes of Poverty in the US:

- Sexism;
- Racism;
- Insufficient minimum wage;
- Insufficient governmental welfare spending.

## Unit 8: Race & Ethnicity

**(S92) Objectives for “Race & Ethnicity” Topic:** To examine:

- 1) how race and ethnicity are socially constructed,
- 2) what the difference between race & ethnicity is; and
- 3) what theories explain why racism, discrimination and prejudice exist,
- 4) what political, economic and cultural consequences result from the practice of white racism.

**S93) Biological Race:**

- a population that differs from others in the frequency of certain defining \_\_\_\_\_.
- an isolated, inbreeding population with a distinctive \_\_\_\_\_.
- \* Because human races have been undergoing gene exchange for millenia- there is no group with exclusive genes, or no such thing as a “pure race”.

**S94) 2000 U.S. Census Racial Categories:**

1. White;
2. Black or African American;
3. American Indian and Alaska Native;
4. Asian;
5. Native Hawaiian and Other Pacific Islander;
6. Some other race.

\* Note: Hispanic has never been a “race” (48% selected “white, 42% selected “some other race”).\*

Source: U.S. Bureau of the Census Source, 2000 @ [http://www.nipco.cog.il.us/SF1\\_subject\\_definitions.pdf](http://www.nipco.cog.il.us/SF1_subject_definitions.pdf);

\*: [www.prcdc.org/summaries/hispanics/hispanics.html](http://www.prcdc.org/summaries/hispanics/hispanics.html) .

**S94a) Why it’s Impossible to Classify People by Race from a Biological Perspective:**

- a) No particular defining trait or set of traits is limited to any \_\_\_\_\_.
- b) no defining trait/gene occurs in \_\_\_\_\_ of all members of a certain group

94b) **Do “Asian” Men Share an Eye, Skin or Nose Type?**



**Chinese**



**Indian**



**Vietnamese**

**S95)** Sunday February 11 8:20 AM ET 1999 By Maggie Fox, Health and Science Correspondent  
**First Look at Human Genome Shows How Little There Is**

WASHINGTON (Reuters) - **The first in-depth look at the human genetic code has revealed much less than anticipated -- about half to a third the number of expected genes, scientists will announce on Monday.**

They said their findings so far made it clear that far from being a blueprint, the human genetic code was only a guidepost. The true directions for what makes a human being lie not in letters of code but in what the body does with that code.

They have found a few interesting tidbits.

**They have also confirmed that there is no genetic basis for what people describe as race, and found only a few small differences set one person apart from another.**

“You and I differ by 2.1 million genetic letters from each other,” Craig Venter, chief scientific officer at Celera Genomics ([TnewsT - Tweb sites](#)) Inc., which carried out one of the two studies being published, said in a telephone interview. “Probably only a few thousand of those differences account for the biological differences between us, which means we all are essentially identical twins -- even more than I thought.” **Race Is 'Not A Scientific Concept.'**

Celera used DNA from five volunteers – 3 women and 3 men, ethnically African-American, Chinese, Hispanic and white. “You can clearly tell the females from the males because of the X and Y chromosomes, but race is not a scientific concept,” Venter said.

**97b) Race for Sociologists:** a social construction in which categories of people are set apart from others because of \_\_\_\_\_ physical characteristics.

WIPE THAT SNEER OFF HIS FACE!



WAR SAVINGS BONDS &amp; STAMPS



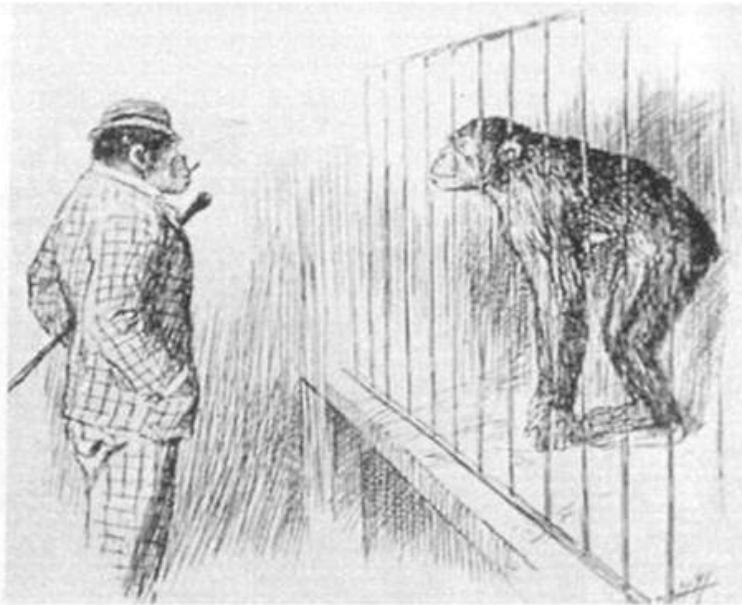
(S97b)

## Social Construction of Race Assignment:

Answer following Questions in Groups of 4:

- 1) Do “Asians” really have “slanted” eyes?
- 2) Do Native Americans really have “red” skin?
- 3) If not, how are both of these features socially constructed rather than real features?

**S97c): Before the Irish became “White”**



**“Mutual: Both Are Glad There Are Bars Between ‘Em!”**

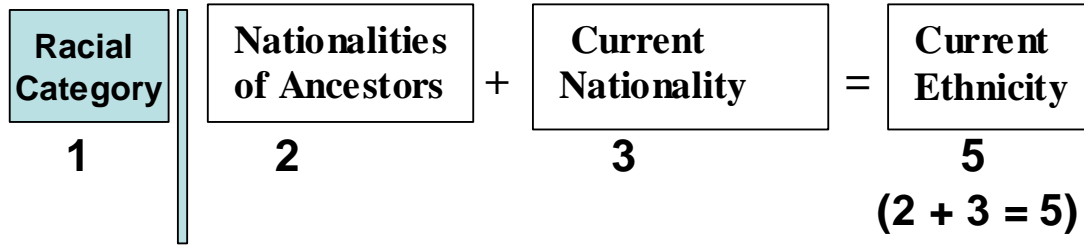
This visual stereotype of an apelike Irishman reinforced prevailing beliefs that the Irish were emotionally unstable and morally primitive. This cartoon appeared in *Judge* on November 7, 1891, and is typical of a worldwide tendency to depict minorities as apelike.

(The Distorted Image, courtesy John and Selma Appel Collection)

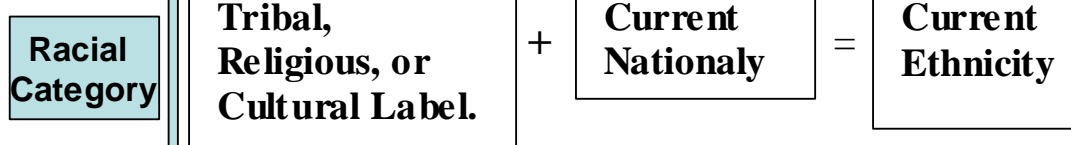
**S98a) Ethnicity:** a purely \_\_\_\_\_ derived from a group’s shared culture or sense of “people hood”;

- Structured by such elements as a group’s language, religion, folkways, and their current and ancestral \_\_\_\_\_.
- Examples of some ethnic groups?

S98b) **Method for Determining One's Ethnicity:**  
**For Groups identifying selves with former Nation States:**



**For Groups not identifying selves w. former Nation States:**



S99):

**U.S. Adults without HS Diplomas in 2000:\***

Ethnic Category	% < HS Diploma (% in Poverty)	
Asian Americans**		
Cambodian Americans	53	(29)
Chinese Americans	23	(14)
Filipino Americans	13	
Hmong Americans	60	(40)
Japanese Americans	09	
Korean Americans	14	
Laotian Americans	50	(19)
Indian Americans	13	
Vietnamese Americans	38	
Hispanic Americans^		
Cuban Americans	30	(14)
Mexican Americans	50	(27)
Puerto Ricans	36	(31)
All American Adults	16	
Non-Hispanic Whites	11	(7.5)

\*: Refers to US Adults over 25. \*\*: Source: 2000

U.S. Census, from [www.nea.org/teachexperience/images/aapireport.pdf](http://www.nea.org/teachexperience/images/aapireport.pdf).

^: Source: 2000 U.S. Census, from [www.mentalhealth.org/cre/ch6\\_current\\_status.asp](http://www.mentalhealth.org/cre/ch6_current_status.asp).

**S100) Economic & Political Competition Theory:** limited \_\_\_\_\_ in a society lead dominant groups to seek some \_\_\_\_\_ advantage by discriminating against powerless groups.



**(S101) White Stereotypes about Chinese Workers during the Absence & Presence of Economic Competition:**

- " \_\_\_\_\_ " when competing with whites over gold mining (1850s);
- "industrious & hardworking" when building transcontinental railroad (1860s);
- "crafty, criminal or stupid" after Civil War during tight labor market (late 1870s-80s)

**(S102a) "Scapegoat Theory of Prejudice":** when the cause of a person's or a people's frustration is too big or vague for direct retaliation, \_\_\_\_\_ bystanders are sometimes selected as targets of aggression and blamed for the social or political problems of the day.

**S102b) "Scapegoating" in 1930s Germany:**



Who did the Nazi's blame the economic collapse of Germany on in the early 1930s?

Why did so many Germans buy into this myth?

**S103a: "Sense of Group Position" Theory:** The psychological desire to see one's group as the \_\_\_\_\_

group in society leads the dominant group to define other groups as \_\_\_\_\_ (usually biologically) and/or unworthy of any major privileges, power and prestige.



## White Supremacist Views of Various Minorities:



**The Japanese during WW2**     **Jews: 1938 German children's book**     **Irish Americans in 1891**

Sources L→ R: WW2 U.S. Government poster; *Der Giftpilz (The Poisonous Mushroom)*, a 1938 German children's book; *Judge* 11/7/1891.

**S104a) Racism as an ideology:** the belief or attitude that one racial group is \_\_\_\_\_ to another racial group.

**(S104b) Group Exercise: Which of the following person or persons subscribes to “racism”?**

- a) David Lee (a Chinese American) was jumped twice in grade school, once by African Americans, and once by European American bullies. He recently told a friend “I only feel comfortable around Asians”.
- b) Maria Vargas (a Mexican-American student at CSU-Hayward): “I believe that whites do better on SAT and IQ tests than Latinos or African Americans do because white parents spend more time reading and helping their kids with their homework”.
- c) The black athlete is "bred to be the better athlete because...the slave owner would breed his big woman so that he would have a big black kid." Jimmy "The Greek" Snyder (former CBS football commentator).

### **S105) Prejudice: Definition & Properties:**

-Prejudice: a system of (usually) negative beliefs, feelings, and action-orientations regarding a certain group or groups of people.

- Can be \_\_\_\_\_ or \_\_\_\_\_;
- Can be aimed at \_\_\_\_\_;

- Can be expressed/done by any \_\_\_\_\_.
- **S106) Discrimination:** \_\_\_\_\_ and \_\_\_\_\_ treatment of people based on their group membership.
- What social groups routinely get discriminated against in American society?

**S107) Personal Discrimination:** \_\_\_\_\_ treatment of another by an individual without the backing of a social or economic \_\_\_\_\_.

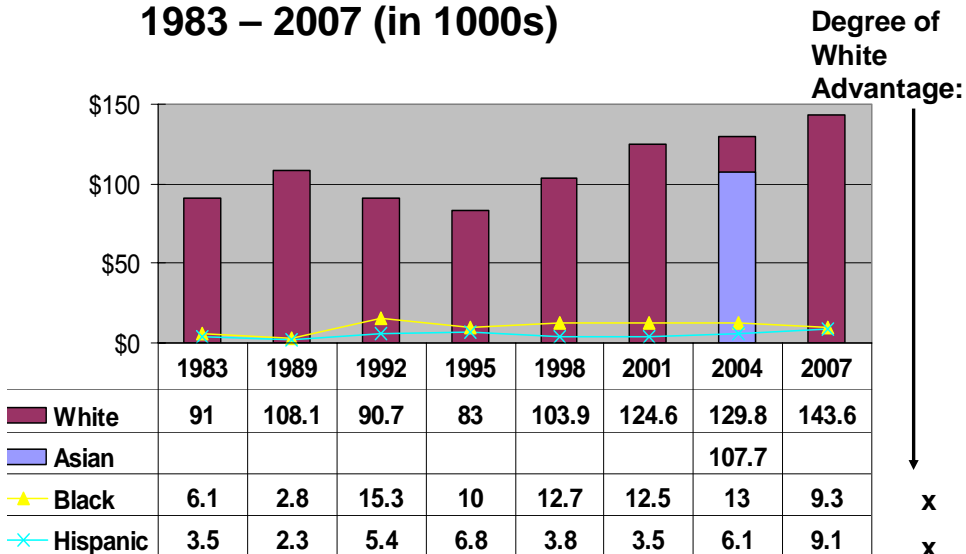
### Types of Personal Discrimination:

- 1) Derogatory expressions & comments;
- 2) Avoidance of Social Interaction;
- 3) Physical Abuse (“ethnoviolence”).

**S108a) Institutional Discrimination:** \_\_\_\_\_ treatment of others by someone backed by the resources of an \_\_\_\_\_.

- **Types of Institutional Discrimination:** withholding of \_\_\_\_\_ such as jobs, finances, education, housing, and political and legal rights.

### (S108b) Net Worth of U.S. Households by Race, 1983 – 2007 (in 1000s)



Source: Federal Reserve’s “Survey of Consumer Finance” as found at [http://www.levyinstitute.org/pubs/wp\\_589.pdf](http://www.levyinstitute.org/pubs/wp_589.pdf)

(S109) **2009 Median Household Income by Race:**

		<u>% of White Earnings:</u>
NH White:	\$ 54.5k	100%
Hispanic:	\$ 8.0k	%
Black:	\$ 2.6k	%
Asian:	\$ 65.5k	120%

Source: U.S. Census, at

[www.census.gov/compendia/statab/2011/tables/11s0696.pdf](http://www.census.gov/compendia/statab/2011/tables/11s0696.pdf)

**(S110a) Results of Random Government Discrimination Tests** (among equally qualified job applicants, 90-92)\*

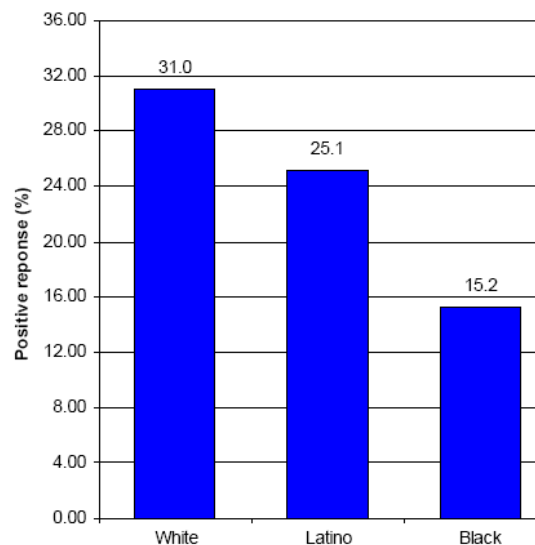
<u>Race of Applicants</u>	<u>Treatment Compared to White Applicants:</u>
Blacks:*	-24%
Latinos: *	-22%

\*Source: Fair Employment Council of Greater Washington, Inc, per <http://clinton2.nara.gov/WH/EOP/OP/html/aa/aa04.html>

S110a1:

**Job discrimination test results, entry level jobs, NYC 2004**  
(same dress, skills, no Spanish accents or foreigners, N=171)

Figure 1a. Positive responses by race and ethnicity

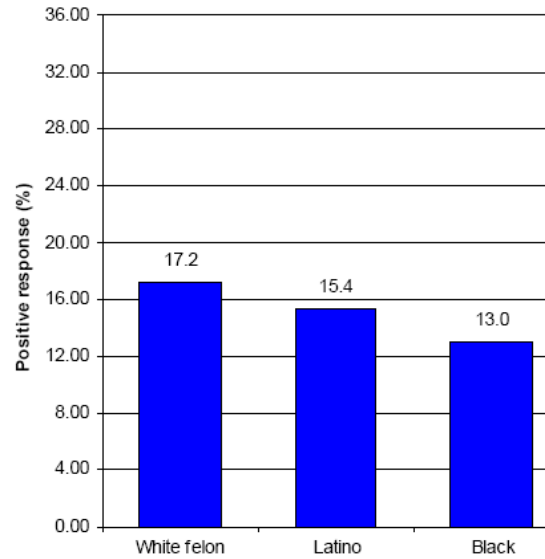


Source, Race at Work: A Field Experiment of Discrimination in Low-Wage Labor Markets, 2008, Page, Western, & Bonikowski at: [www.law.virginia.edu/pdf/workshops/0708/pager.pdf](http://www.law.virginia.edu/pdf/workshops/0708/pager.pdf)

Figure 2a. Positive responses by race, ethnicity, and criminal record

S110a2:

**Job discrimination test results, entry level jobs, NYC 2004**  
(same dress, skills, no Spanish accents or foreigners, N=169)



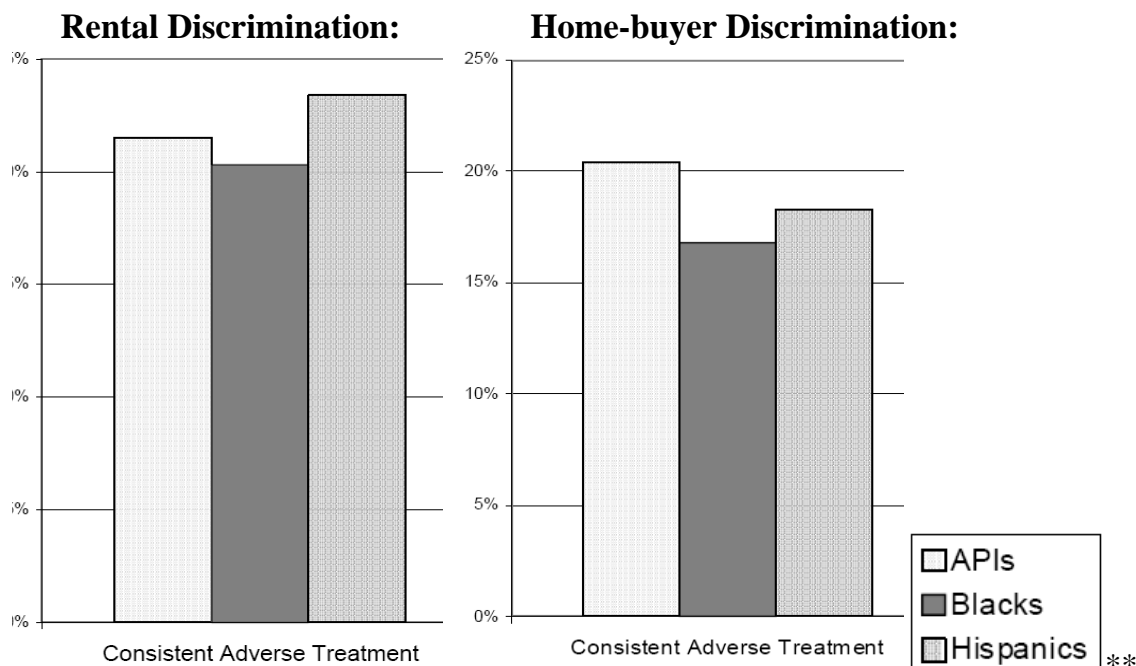
Source, Race at Work: A Field Experiment of Discrimination in Low-Wage Labor Markets, 2008, Pager, Western, & Bonikowski at: [www.law.virginia.edu/pdf/workshops/0708/pager.pdf](http://www.law.virginia.edu/pdf/workshops/0708/pager.pdf)

**S110a3) Share of “Fortune 500” Upper Executives by Ethnicity in 2010**

Category	% of Executives	% of Population	Share of Representation	Increase needed for parity
White Men	69.6%	31.8%	219.0%	
African Americans	4.2%	12.6%	%	x
Latinos/Hispanics	2.9%	16.3%	%	x
Asian Americans	2.6%	4.8%	54.2%	1.85x
Native Americans	1.0%	0.9%	111.1%	

Source: “2010 Corporate Diversity Report” by Senator Robert Menendez @ <http://menendez.senate.gov/imo/media/doc/CorporateDiversityReport2.pdf>

# S110b) Housing Discrimination of Various Minorities, 2001-02\*



\*: Figures represent the % of times each minority group received adverse treatment compared to equally qualified white subjects in this controlled experiment. \*\*: API refers to "Asian Americans & Pacific Islanders". Source: "Discrimination in Metropolitan Housing Markets: Phase 2 - Asians and Pacific Islanders", Urban Institute 2003, @ [www.huduser.org/publications/pdf/phase2\\_final.pdf](http://www.huduser.org/publications/pdf/phase2_final.pdf).

B4 San Francisco Chronicle

3/10/05  
\*\*\*\*\*

## SAN FRANCISCO

### DIGEST

#### SAN FRANCISCO

#### Exotic dancers sue owner of strip clubs

A group of exotic dancers sued the company that owns most of San Francisco's strip clubs Wednesday, claiming they're not being paid legal wages, some of their tips are confiscated and nonwhite dancers suffer racial discrimination.

The suit was filed in U.S. District Court by five past and present employees of the Hungry I in North Beach, one of at least a dozen local clubs owned by Déjà Vu Inc. of Las Vegas. Four of the women used pseudonyms, saying the firm blacklists complainers.

#### SACRAMENTO

#### Fellow

The women said Déjà Vu refused to consider them employees entitled to minimum wages and overtime pay, and instead treated them as independent contractors, even though their working hours and conditions are controlled by the company. They are forced to rely entirely on tips, but the company takes some of the tip money away as "stage fees," the suit said.

The women also said seven of the clubs require nonwhite dancers to work the day shifts, when the tips are smaller.

A representative of Déjà Vu was unavailable for comment.

— Bob Egelko

S111a



## S111b: Auto Dealer Discrimination in the Bay:

# Lawsuits take on lenders' car rates

Blacks and Latinos said to pay more

By Carolyn Said  
CHRONICLE STAFF WRITER

Automobile lenders charge higher rates to black and Latino car buyers than whites, according to three national class-action lawsuits against American Honda Finance Corp., Toyota Motor Credit Corp. and financing company WFS Financial.

The three lawsuits, filed during the past two weeks in the Superior Courts of Alameda County and San Francisco County, allege that financing companies discriminate against minority borrowers through a system that allows individual dealers to add markups to loans, regardless of a customer's creditworthiness.

Spokesmen for Toyota and Honda, both based in Torrance (Los Angeles County), said they had not seen the suits and could not comment. WFS in Irvine could not be reached.

On average, black customers paid a \$1,000 markup, while white customers paid less than \$500, according to the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, representing plaintiffs in the case.

## Dealers have wide discretion

► LOANS  
From Page B1

credit rating system, the markup is at the dealer's discretion. The suits hinge on a theory that thousands of individual dealers across the country independently chose to discriminate against minority borrowers.

There is a strong sociological underpinning for that theory, according to Bill Lann Lee, an attorney with Lieff, Cabraser, Heiman & Bernstein in San Francisco, also representing plaintiffs.

"The reality in our society is there's a lot of ingrained stereotyping of minorities as vulnerable people," he said. "The courts have developed a notion of unconscious stereotyping of blacks and Hispanics in circumstances like this, where the decision-maker — auto dealer, real estate agent, real estate broker — directly profits from that exercise in discretion."

Several similar lawsuits about predatory auto lending are pending around the country. One suit, filed in 1998 by black and Hispanic car buyers against Nissan Motors Acceptance Corp., was settled in February. NMAC paid \$5,000 to \$10,000 to each of 125,000

"We're hoping that having a level of scrutiny will do away with the worst abuses where they get carried away and charge sky-high interest."

ROSEMARY SHAHAN  
Consumers for Auto  
Reliability and Safety

plaintiffs and gave \$1 million to a group that educates consumers about lending practices.

NMAC did not admit wrongdoing, but agreed to cap its markup at 2 percent for some extended-term loans, 3 percent for other loans, and to say in its contracts that rates are negotiable.

California state Sen. Martha Escutia, D-Norwalk (Los Angeles County), in February introduced legislation to require dealers to collect and report data on their lending practices.

"We're hoping that having a level of scrutiny will do away with the worst abuses where they get carried away and charge sky-high interest," said Rosemary Shahan, president of Consumers for Auto Reliability and Safety, a Sacramento group that sponsored the

S.F. Chronicle:  
4/10/03: Sec B3:1

S111c)

Tuesday, April 20, 1999

The Daily Campus (UConn) NEWS

## Racial profiling bill heads to House

By ADAM GORLICK  
Associated Press Writer

HARTFORD — A bill that would outlaw police from pulling over minority drivers who are not breaking any traffic laws passed from a legislative committee to the House floor on Monday.

But Sen. Alvin Penn, who is trying to push another version of the bill through the Senate, says the House bill is too weak.

Penn's bill would require police officers to record their observations about the gender and race of every driver they pull over. That information would be gathered by the Chief State's Attorney's office and used to determine whether profiling is a problem.

The bill passed out of the Judiciary Committee Monday and does not have those require-

ments.

"It's an ill-fated bill," Penn, D-Bridgeport, said. "It's a compromise, and this is something you can't compromise on."

Rep. Michael Lawlor, co-chairman of the Judiciary Committee, said the bills are not at odds with each other. He said there are questions about how police officers could compile racially sensitive information about drivers without offending them or creating an avalanche of paperwork.

"By what system are you going to identify who's in what category?" he said. "We have to make it clear that its not O.K. to target people based on their race or ethnicity. If it is happening, lets figure out how to monitor it in a way that does not unnecessarily burden the jobs that the cops do."

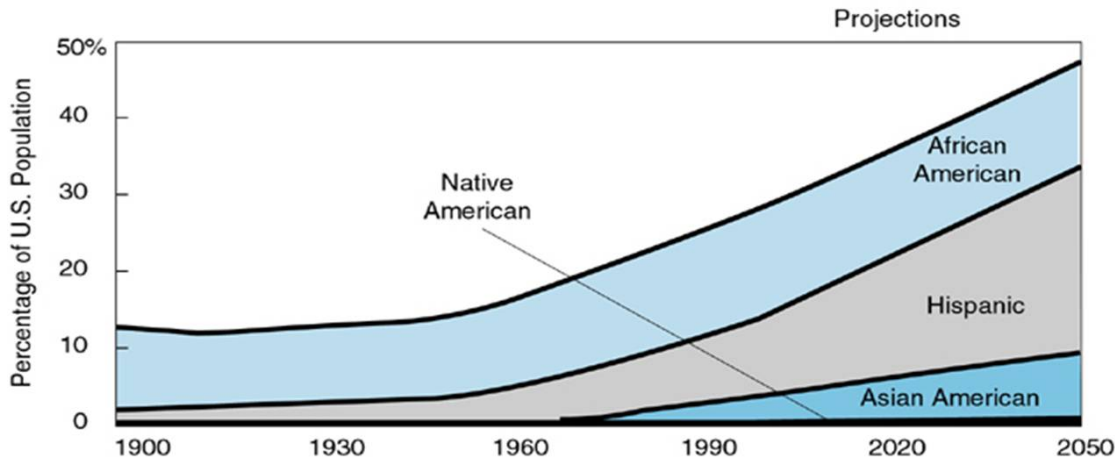
Minority drivers have complained they are sometimes stopped and queried by police because of their race, especially when driving an expensive car or driving through affluent neighborhoods.

Penn, who says he was a target of profiling in Trumbull three years ago, also wants police departments to set up a system to deal with complaints about profiling. If they don't, he wants the towns to be fined.

Complaints that Trumbull police have illegally targeted black and Hispanic motorists have prompted an FBI probe.

The investigation follows complaints from minority drivers and a memo by police Chief Theodore Ambrosini suggesting officers watch for people who don't fit into the community.

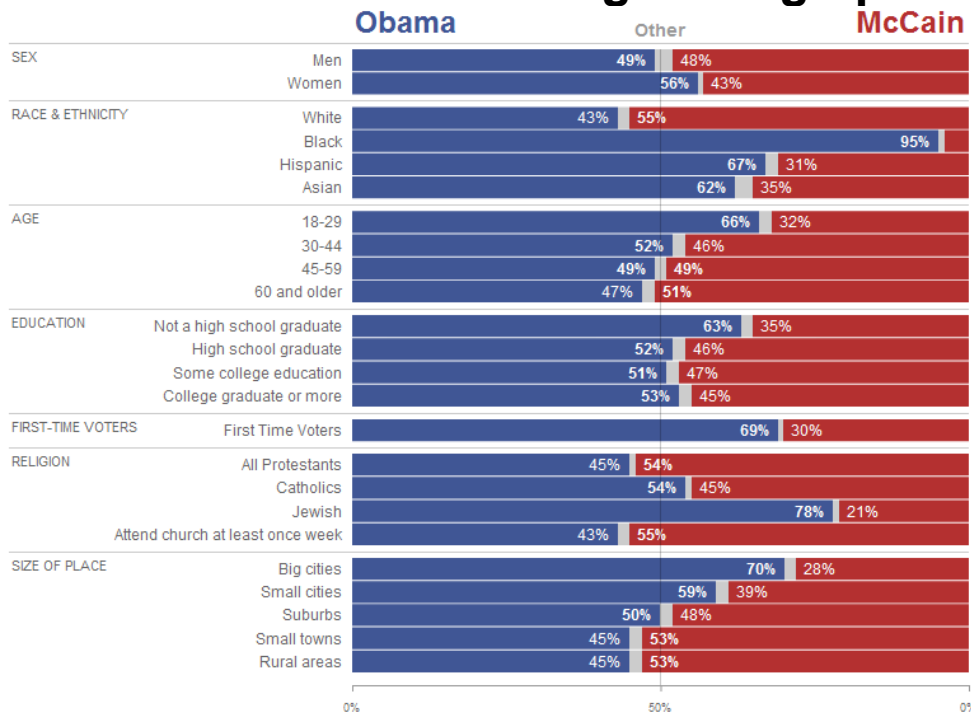
## (S112a) Racial Composition of US Population: 1900-2050



The figures for the post-1998 period represent population projections by the US Census Bureau, 1999.

If European Americans supported McCain, how did Obama win?

## 2008 Presidential Voting Demographics



Source: <http://elections.nytimes.com/2008/results/president/exit-polls.html>

## Women take it to the bottom line: Companies with women execs outperform peers: Study

By [Andrea Coombes](#), CBS.MarketWatch.com Jan. 28, 2004 at:

[www.marketwatch.com/story/gender-diverse-companies-outperform-peers-report](http://www.marketwatch.com/story/gender-diverse-companies-outperform-peers-report)

**SAN FRANCISCO (CBS.MW) -- Companies that promote women to top jobs don't just serve women or a corporate image: They give investors a better run for their money, according to a new report.**

On average, companies with a higher percentage of women in top jobs posted

a \_\_\_\_\_ percent higher return on equity and a \_\_\_\_\_ percent greater return to shareholders than firms with fewer female executives, according to the study by Catalyst, a nonprofit research firm seeking to advance women in business.

"On average, companies with the highest percentage of women in top management financially outperform

companies with the lowest percentage," said Ilene Lang, president of Catalyst.

The report analyzes 353 Fortune 500 companies' financial performance from 1996 to 2000. The most gender-diverse companies filled about 20 percent of their top jobs with women, while the least diverse had an average of 2 percent of those posts held by women.

This is not a study about cause and effect, Lang said. That is, the study didn't find that companies perform well because more women are in top jobs, but that there's a connection between gender diversity and financial performance, and it's statistically significant.

"There is a correlation. It's not random," she said.

Andrea Coombes is a reporter for CBS.MarketWatch.com in San Francisco.

#### S113) **Racial Composition per 2010 U.S. Census:**

White (not hispanic).....	63.7%
Hispanic/Latino .....	%
Black/African American .....	%
Asian.....	4.8%
Multi-racial.....	2.9%
American Indian/Alaska Native....	0.9%
Native Hawaiian/Other Pacific Islander.....	0.2%

Source: U.S. Census Bureau at  
<http://quickfacts.census.gov/qfd/states/00000.html>

### Unit 9: “The Family”

#### S142a) Lesson Objectives:

- 1) What is a “family”?
- 2) What types of families have existed in Western Societies?
- 3) What caused most families in the West to evolve from an extended to a nuclear form?
- 4) What kinds of families exist in the US, and how numerous is each of these?;
- 5) Is the phrase “the family” an ideological or a descriptive phrase?
- 6) What benefits and problems have families created in the U.S.?

#### S142b) Changing definitions of the concept “family”:

1949: A social group whose members are related by ancestry, marriage, or adoption and live together, cooperate economically, and care for the young (Murdock 1949)\*.

2003: “a group of people related by marriage, ancestry, or adoption, who live together in a common household” (Coleman & Kerbo 2003)\*\*.

Sources: \*- Murdock, George, *Social Structure*, 1949.; \*\*- Coleman & Kerbo, *Social Problems*, 2003: 67.

How do these two definitions differ ideologically?

#### S142c: Forms of Family Households:

- **Extended families** are arrangements where \_\_\_\_\_ of kin provide the core emotional and living relationships  
 -need not involve minors & can be blended or unblended.
- **Nuclear families** are arrangements where \_\_\_\_\_ and their \_\_\_\_\_ constitute the core



emotional and living relationship;  
 -need not involve minors & can be blended or unblended.

• **Other Non-Extended Families:**

- Single parent families (offshoot of nuclear family);
  - Proxy nuclear family (children living with their grandparent/s, or uncle/aunt, etc.);
  - Childless spouses, or a group of siblings, cousins, etc., without other kinds of relatives present.
- \*: “Households consist of 1 or more people who live together.

**S142i) Group Discussion Assignment for “Our Changing Family Life” video**

- 1) Form into groups of 4-5 students apiece;
- 2) Generate a list of reasons why the extended family evolved into the nuclear family in the US between 1800-1960.
- 3) Have your group leader report your answers to the class.

**S142j) Group Assignment:** Which social party is at the heart of Western Political Liberalism & capitalist advertising?

- 1) “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” (US “Declaration of Independence”, paragraph 2)

2) Who does Capitalist Advertising Glorify Most?



S142k2)

## Divorce Rate in the Major Industrialized Nations

Country	Marriage rate	Divorce rate
So. Africa	3.5	0.85
Spain	5.1	0.99
Israel	6.6	1.74
Portugal	6.4	1.79
France	5.2	1.98
Japan	6.3	1.98
Norway	5.6	2.04
Netherlands	5.6	2.12
Austria	4.8	2.29
Germany	5.2	2.37
Sweden	4.5	2.42
So. Korea	7.7	2.52
Denmark	6.7	2.54
Belgium	4.3	2.58
Australia	5.9	2.61
Finland	5.1	2.72
Switzerland	4.9	2.91
UK	5.1	4.19
<b>USA</b>		

Source:

MS Encarta 2003

### S142l) 2007 US Census Family & Household Definitions:

Household: everyone living in a housing unit (1 or +);

Family Household: at least 2 members related by blood, marriage, or adoption, 1 of whom is the householder;

Non-family Household: A single individual or a householder who shares the housing unit with non-relatives only; the householder's non-relatives may be related to each other.

Family Households: composed of married couples or a man or woman living with other relatives;

Own Children: sons & daughters by birth, marriage or adoption that are never married & under 18.

Source: [www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf](http://www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf)

### S142m ) US Households by Type, 1970-2007

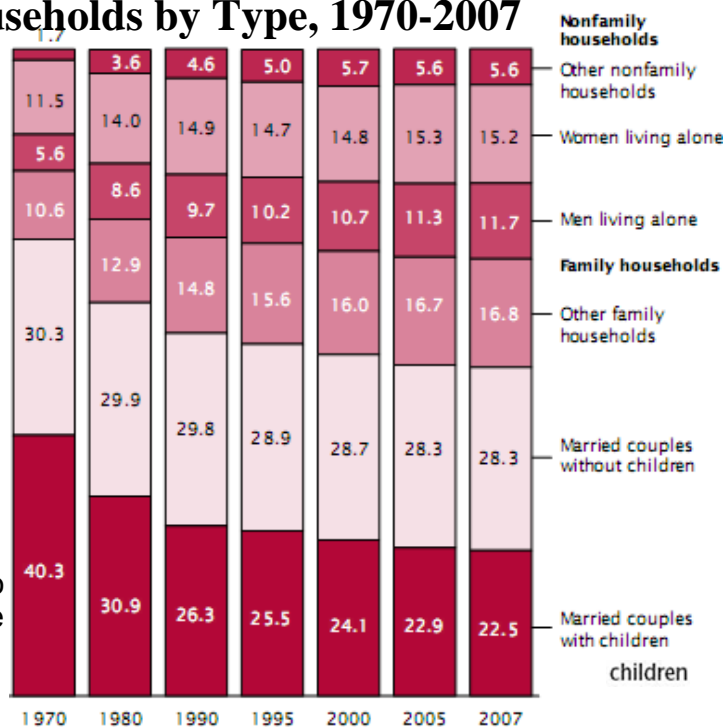
What type of  
family was  
most  
prevalent in  
1970?

In 2007?

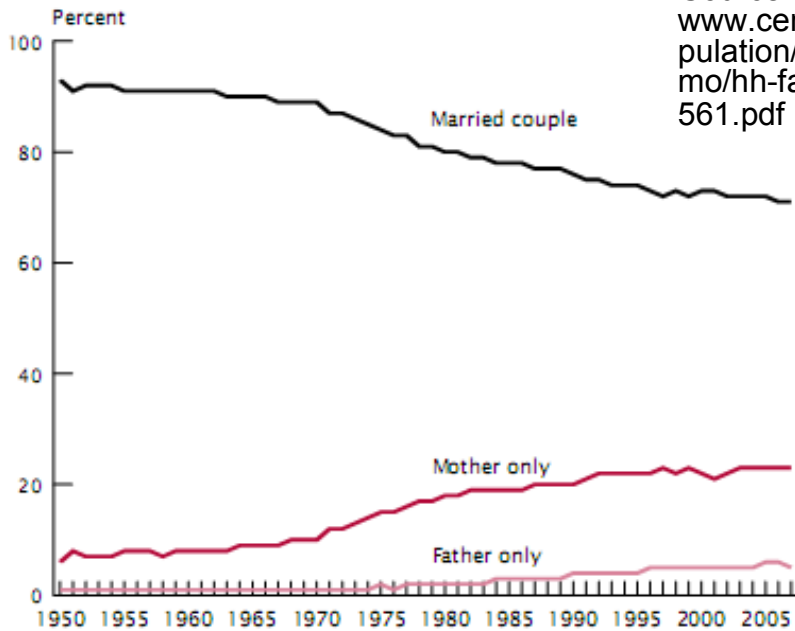
2010: Married  
couples: \_\_\_\_%

Other hshds:  
\_\_\_\_%

[www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf](http://www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf)



### Family Households With Children Under 18 by Type: 1950 to 2007



Source:  
[www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf](http://www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf)

**S143a) Nuclear families: Size: \_\_\_\_\_% of all families w. children < 18 at home in 2007.**

Pros:

- 1) Greater economic affluence (see S143b);
- 2) Affords better supervision & daycare alternatives;

Why is this important?

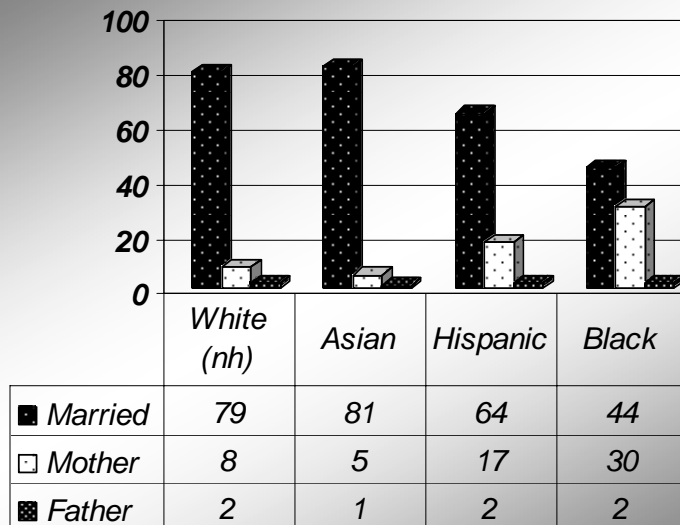
Cons:

- 1) Promotes \_\_\_\_\_. What do I mean?
- 2) Gives husbands more say so on “\_\_\_\_\_”;
- 3) Promotes 2nd Shift (see chapter on Gender);
- 4) Makes female careers less likely. Why? (Less than \_\_\_\_\_% of US spouses believe

\_\_\_\_\_ - Pepper & Swartz 1983).

**S143b) repeats S82c**

### S143c) % of each Family Type, by Race, in 2007



Source: [www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf](http://www.census.gov/population/www/socdemo/hh-fam/p20-561.pdf)

### S143d) Step Families occur anytime a parent with child/ren remarries:

Size: \_\_\_\_\_% of all US families in 2002.

\_\_\_\_\_ of step children live with their biological mother.

Pros:

-Children living with a step father do \_\_\_\_\_ at school as those living with their biological fathers & \_\_\_\_\_ than those with an absent father.

Cons:

-Usually less of a bond than with biological parent;  
 -Harder to enforce discipline with older kids.

\*Source: Hughes & Kroehler, *Sociology the Core*, 2005:344.

### S143e) Single-parent Families: over \_\_\_\_\_% of all US families in 2007:

\_\_\_\_\_% - Single Mothers, \_\_\_\_\_% - Single Fathers;

Pros: Children less likely to adopt rigid gender stereotypes;\*\*

Cons (compared with dual-parent kids) :

-\_\_\_\_x higher rates of juvenile delinquency;

-Higher school \_\_\_\_\_ & \_\_\_\_\_ rates;

-More likely to have out-of wedlock children themselves;

-Greater likelihood of ending up in poverty (about \_\_\_\_\_x higher in single-mother families).

Sources: \* Hughes & Kroehler, *Sociology the Core*, 2005:346-48; \*\* Stevenson & Black 1988, "Paternal absence and sex-role development". *Child Development*, 59, 793-814

**S143f) Cohabiting Families: (i.e., unmarried, living together, straight) [3.7% in 2007]:**

- A \_\_\_\_\_ of 1st & 2nd marriages began as cohabiters;

Problems confronting Cohabiting Families:

-Higher rate of school troubles & emotional/behavioral problems than for single-mother kids (for white & Hispanic teens)\*;

-Women cohabiting for longer than a year are \_\_\_\_\_x more likely to get hit by their men than are women who have been married for longer than a year\*\*;

\*: Nelson, Clark & Acs 2001, *Beyond the two-parent Family*;

\*\*Kenney & McLanahan 2001:14 @ [www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney\\_mclanahan.pdf](http://www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney_mclanahan.pdf);

**S143g) Profiles of Cohabiting Men & Violence-Prone Men\*:**

Factors that increase the likelihood of male violence:\*

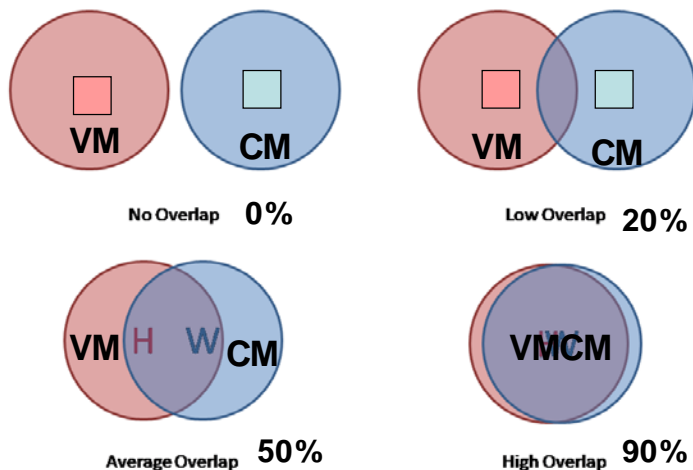
- being young,
- having less education,
- having a low income,
- being unemployed,
- having a low income,
- using drugs.

Compared to married men, cohabiting men are more likely to be\*:

- Younger,
- less-educated,
- lower-paid,
- more unemployed,
- have less stable job histories, &
- using more drugs.

Note: Figures on cohabiting men apply only to men who have cohabited longer than 1 year.

\*: Kenney & McLanahan 2001:8-12 @ [www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney\\_mclanahan.pdf](http://www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney_mclanahan.pdf).

**Different Levels of Overlap/Correlation between 2 Variables or Groups****S144a US Incidences of Domestic Violence & Abuse:\***

- \_\_\_\_\_% of women & 11.5% men reported intimate partner violence (CDC 2005);
- \_\_\_\_\_% of reported rapes against women  $\geq 18$  were by their current/former partners (USDOJ 1998);

- 8-11% of pregnant women are abused by spouses or partners (Journal of the AMA 1992:267: 2370);
- 77% of American men/69% women believe “it is sometimes necessary to discipline a child with a good hard spanking” (Child Trends 2004, 69% women).
- Children spanked regularly are more likely to be disobedient at school, bully others & have less remorse for others (Straus, Sugarman & Giles-Sims 1997).

### How could a “good hard spanking hurt anyone?

-Children spanked regularly are more likely to be \_\_\_\_\_

\_\_\_\_\_. \* Source: Hughes & Kroehler, *Sociology the Core*, 2005:352-3

### S144b US Incidences of Incest and Sexual Abuse:

-\_\_\_\_% of women & 16% of men disclosed being sexually abused during childhood in a 1985 survey;\*

-\_\_\_\_% of women reported being abused by a relative by the time they reached 18 (1987);\*

Sources: \* Hughes & Kroehler, *Sociology the Core*, 2005:352-3; \*\* Anderson 2003:186, *Thinking About Women*.

### S144c) Social conditions of most sexually abusive households:\*

- 1) Perpetrators are usually the father, uncle or other male authority figure;
- 2) Physical force and coercion used by above men to control their families;
- 3) Mothers are usually \_\_\_\_\_, have low \_\_\_\_\_, are emotionally battered, and overly \_\_\_\_\_ on the men in their lives;
- 4) No one will listen to the child due to shame, fear, or social isolation.

Source: \* Hughes & Kroehler, *Sociology the Core*, 2005:353; & \*\* Anderson 2003:186, *Thinking About Women*.

### (S144e2) Percentage of US Children in Self Care (i.e., no adult supervision):

- \_\_\_\_% of children 6-12 regularly cared for themselves after school (2002 Urban Institute Study) [1];
- \_\_\_\_% of 12-year-olds regularly cared for themselves while their parents were at work (U.S. Department of Education 1998) [2];
- \_\_\_\_% of children 12-14 regularly cared for themselves after school (US Census 2000) [3]

(1) [www.childrensdefense.org/earlychildhood/schoolagecare/keyfacts2003\\_schoolagecare.pdf](http://www.childrensdefense.org/earlychildhood/schoolagecare/keyfacts2003_schoolagecare.pdf);

(2) [www.nwrel.org/request/jan99/article4.html](http://www.nwrel.org/request/jan99/article4.html);

(3) [www.census.gov/Press-Release/www/2000/cb00-181.html](http://www.census.gov/Press-Release/www/2000/cb00-181.html) .

S144f repeats S48f.

### S144f Amount of Public Money spent on Child Care, per child

Denmark, Norway, Sweden:	> \$60,000
France & UK	> \$50,000
OECD Average:	\$36,000
U.S.	\$

Source: WSJ Online 4/27/11

## Unit 10: Crime & Deviance

### (S120) Topic Objectives for Deviance & Crime Topic:

- 1) What is social deviance?
- 2) How does society control deviance?
- 3) What sociological theories exist to explain deviance?
- 4) What forms crime takes, which are considered deviant, and how is crime measured?
- 5) When does drug use become a crime?
- 6) How does gender shape criminality?
- 7) How effective is the criminal justice system?
- 8) Does the criminal justice system discriminate?

**122b) Social Deviance:** human behavior that violates a society's \_\_\_\_\_ and is \_\_\_\_\_ by society.

How would the following deviant acts be negatively sanctioned?

Child molesting?

Being a nerd in school?

Dressing "weird"?

### S122c) US Attitudes on Homosexuality by Demographics, 2004\*

Question: "Do you think homosexual relations between consenting adults should or should not be legal?"				
Group:		Yes	No	DK/Refused
National		52%	43%	5%
Race:	White	55	41	4
	Nonwhite	44	50	6
	Black	36	59	5
Age:	18-29 years	59	41	0
	30-49 years	58	34	8
	50-64 years	52	46	2
	50 years & +	45	51	4
	65 years & +	35	57	8
Education:	College graduate	71	24	5
	Some college	58	37	5
	HS Grad or less	37	58	5
Income:	\$75,000 & +	65	30	5
	\$50,000-\$74,999	53	42	5
	\$30,000-\$49,999	54	43	3
	\$20,000-\$29,999	47	45	8
	Under \$20,000	39	58	3
Community:	Urban area	56	38	6
	Suburban area	55	40	5
	Rural area	42	55	3

\*Source: The Gallup Organization, Inc. (<http://www.albany.edu/sourcebook/pdf/t299.pdf>)

### S124a: Dating & the Exercise of Informal Social Control Mechanisms:

Jim invites Tina out on a date and then:

- Shows up on his bike, and
- Orders lots of food & insists on splitting the bill.

Which norms are broken?

What kind of **informal** social control mechanisms should he expect as a result of his deviance?

◆ **S124b): Stigmatization:** the process of \_\_\_\_\_ full social \_\_\_\_\_ to an individual based on their appearance, personality, character, racial or social affiliation, or sexual orientation.

**S124c) Common Objects of Stigmatization:**

- Bodies:
- Style:
- ethnic & religious minorities:
- political rebels:
- sexuality rebels:
- sex category & gender rebels:

**S126) Merton's Theory of Structural Strain**

- Societies like the US socialize people to admire the \_\_\_\_\_;
- Whenever structural oppression prevents \_\_\_\_\_ via legitimate means (i.e., conformity), people respond with one or more adaptations that \_\_\_\_\_ (i.e., innovation, retreatism, rebellion, or ritualism) .

**(S127a) Merton's Adaptative Strategies:**

- **Innovation:** finding an \_\_\_\_\_ to wealth & success if official/legal routes are blocked.
- **Ritualism-** obsessive conformity to rules & regulations when one is overwhelmed by bureaucracy or loses sight of the organizational goals.
- **Retreatism:** \_\_\_\_\_ the game & \_\_\_\_\_ out of mainstream society itself.
- **Rebellion:** adapting to an unpleasant reality by attempting to \_\_\_\_\_ of society itself.

**S127b) Differential Association Theory:** Exposure to people that are disposed to \_\_\_\_\_ causes higher levels of \_\_\_\_\_.

- The longer & more frequent the contact, the \_\_\_\_\_ the effect.

Evidence?

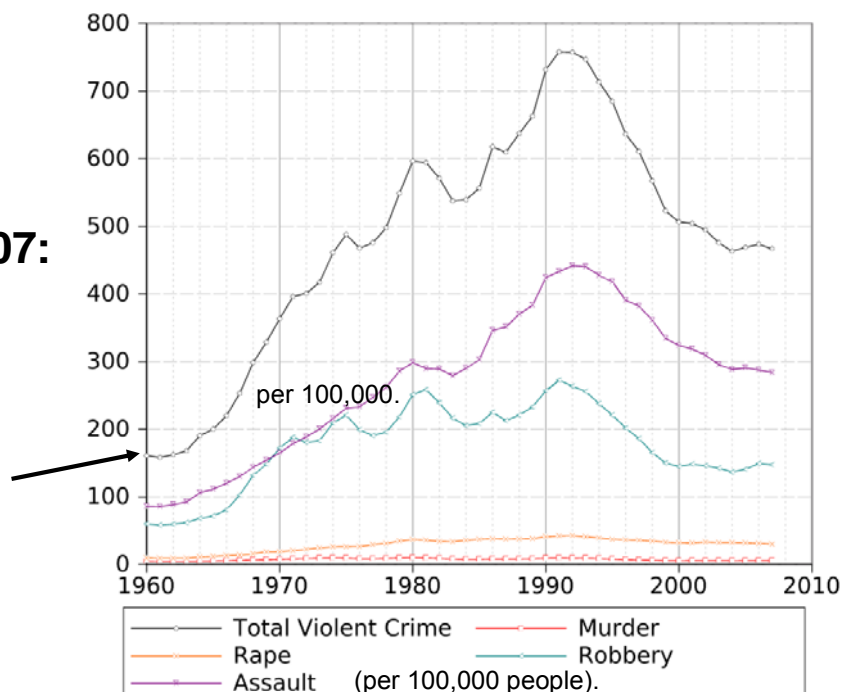
\* Source: Coleman & Kerbo, *Social Problems*, 2003: 344-5.





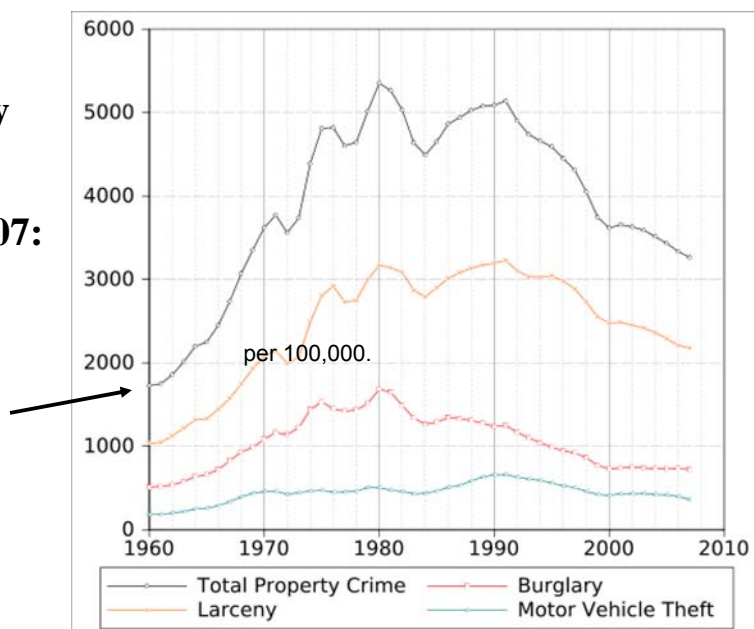
(S130a) **Types of Crime****Violent Crimes:** offenses against \_\_\_\_\_; **Examples?****Property Crimes:** crimes against \_\_\_\_\_: **Examples?****Victimless Crime:** crimes against the public \_\_\_\_\_ and \_\_\_\_\_.  
**Examples?**

S130b)

**U.S.  
Violent  
Crime  
Rates,  
1960-2007:**

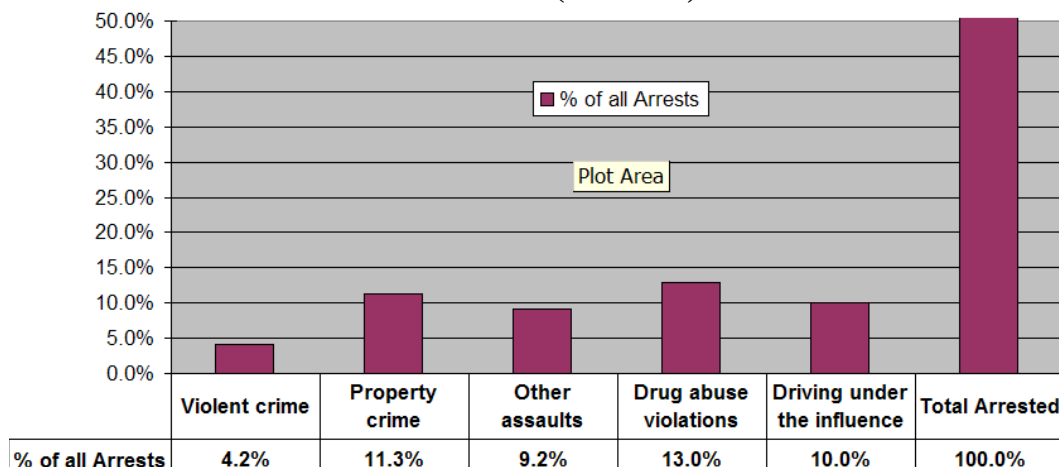
Source: U.S. BOJ, National Crime Victimization Survey.

S130bb)

**U.S.  
Property  
Crime  
Rates,  
1960-2007:**

Source: U.S. BOJ, National Crime Victimization Survey. (per 100,000 people).

### S130c) Percentage of Arrests for Each Type of Serious Crime in the U.S. (in 2007).

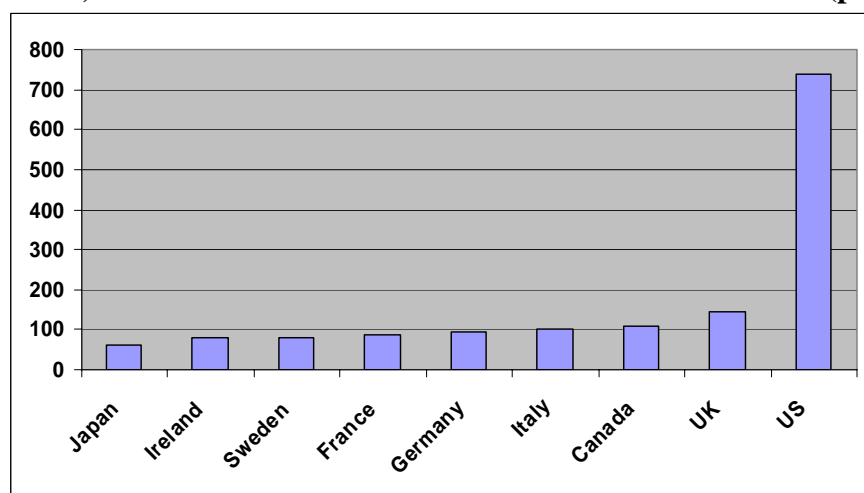


1: Violent crimes are offenses of murder, non-negligent manslaughter, forcible rape, robbery & aggravated assault.

2) Property crimes are offenses of burglary, larceny-theft, motor vehicle theft & arson.

Source: U.S. Dept of Justice at: [www.fbi.gov/ucr/cius2007/data/table\\_29.html](http://www.fbi.gov/ucr/cius2007/data/table_29.html)

### S131a) US vs. Other Industrial Powers' Incarceration Rates (per 100,000) in 2006.



Source: [www.nccd-crc.org/nccd/pubs/2006nov\\_factsheet\\_incarceration.pdf](http://www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf)

**S131b) International Incarceration Rates of Major Industrial Nations & Degree US Rate tops other Nations.**

Nation	Incarceration Rate (per 100k)	Degree of US preponderance
Japan	62	11.9
Ireland	78	9.5
Sweden	78	9.5
France	88	8.4
Germany	95	7.8
Italy	102	7.2
Canada	107	6.9
UK	145	5.1
US		

[www.nccd-crc.org/nccd/pubs/2006nov\\_factsheet\\_incarceration.pdf](http://www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf)

**S132) 2006 Homicide Rates of Major European Industrial Powers (per 100,000 deaths) and Degree of US Preponderance \***

Nation	Homicide Rate	Degree of US proponderance
Luxembourg	0.66	
Austria	0.67	
Iceland	0.68	
Norway	0.87	6.2
Germany	0.98	5.5
Sweden	1	5.4
Switzerland	1.03	5.2
Italy	1.13	4.8
Ireland	1.28	4.2
Denmark	1.31	4.1
Spain	1.34	4.0
Netherlands	1.37	3.9
France	1.63	3.3
Belgium	1.85	2.9
Finland	2.3	2.3
US*		

Sources: \* [www.scotland.gov.uk/Publications/2007/12/14114316/25](http://www.scotland.gov.uk/Publications/2007/12/14114316/25);  
[www.whitehouse.gov/fsbr/crime.html](http://www.whitehouse.gov/fsbr/crime.html)

^

**S133) Explaining the Failure of the US Criminal Justice System to Lower the Homicide Rate:**

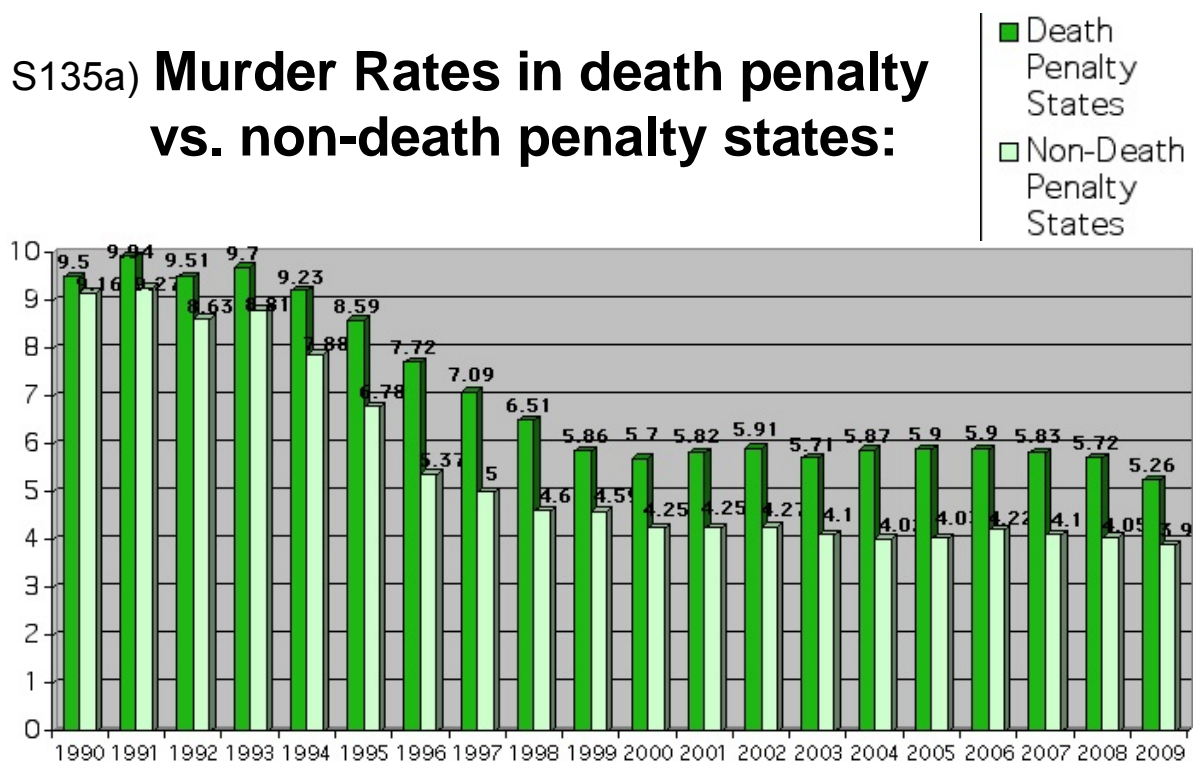
- 1) Most serious crimes can't be solved;
- 2) Harsh sentencing (i.e., "deterrence"), is not a strong deterrent to violent crime;
- 3) Drug repression has higher priority than controlling violent crime.

S134) **The Rate at which Serious Crimes  
were Solved in the U.S. in 2004:**

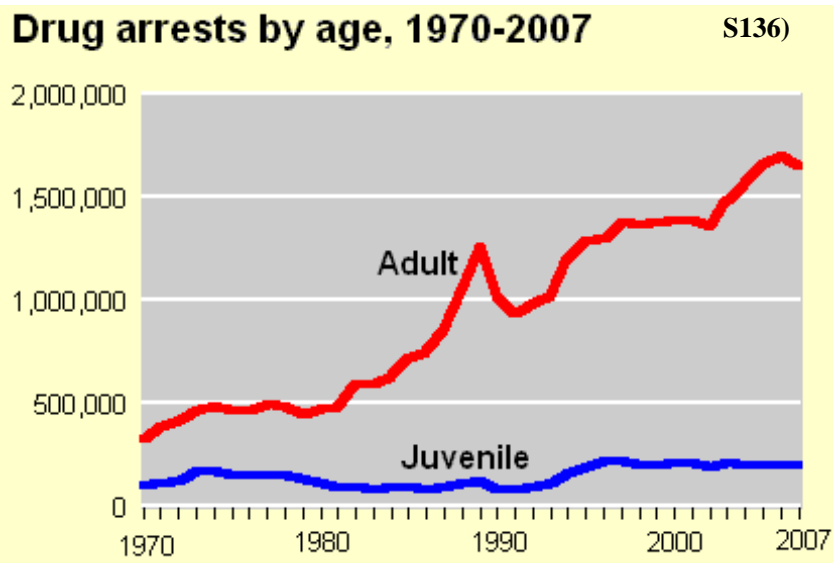
Type of Crime:	% Arrested	% Convicted	% of Crimes Solved
Murder	62.6%	68.0%	42.6%
Rape	41.8%	56.0%	23.4%
Robbery	26.2%	46.0%	12.1%
Aggravated Assault	55.6%	25.0%	13.9%
Burglary	12.9%	44.0%	5.7%
Motor Vehicle Theft	13.0%	16.0%	2.1%
<b>All Crimes</b>	<b>35.4%</b>	<b>42.5%</b>	

Source: U.S. Dept. of Justice @ [www.ojp.usdoj.gov/bjs/pub/html/scscf04/tables/scs04108tab.htm](http://www.ojp.usdoj.gov/bjs/pub/html/scscf04/tables/scs04108tab.htm) & [www.fbi.gov/ucr/cius\\_04/offenses\\_cleared/table\\_26.html](http://www.fbi.gov/ucr/cius_04/offenses_cleared/table_26.html)

S135a) **Murder Rates in death penalty  
vs. non-death penalty states:**



Source: [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2009/cius2009/](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2009/cius2009/)  
 2009: US: 5.0 CA: 5.3



Source: Bureau of Justice at <http://bjs.ojp.usdoj.gov/content/glance/drug.cfm> (only 5% homicides drug related, 87-03))

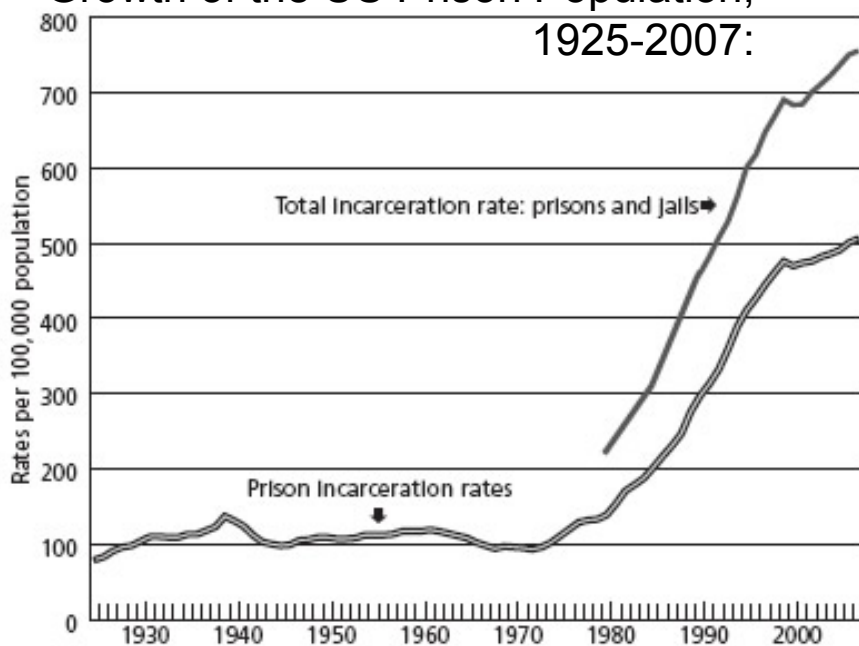
### S136) The Imposition of Mandatory Sentencing Laws:

“Mandatory Sentencing”: laws passed by the voters of 24 states, and for all federal crimes, that generally “mandate” or require:

- 1) longer terms for \_\_\_\_\_ crimes;
- 2) \_\_\_\_\_ the sentences for 2<sup>nd</sup> strike-able felonies; and
- 3) requiring life sentences for a 3<sup>rd</sup> \_\_\_\_\_.

Source: National Institute of Justice, (1997) “Three Strikes and You’re Out”: A Review of State Legislation @ [www.ncjrs.org/pdffiles/165369.pdf](http://www.ncjrs.org/pdffiles/165369.pdf) .

### S137) Growth of the US Prison Population, 1925-2007:



Source: U.S. Census Bureau, Statistical Abstract of the United States: 2009

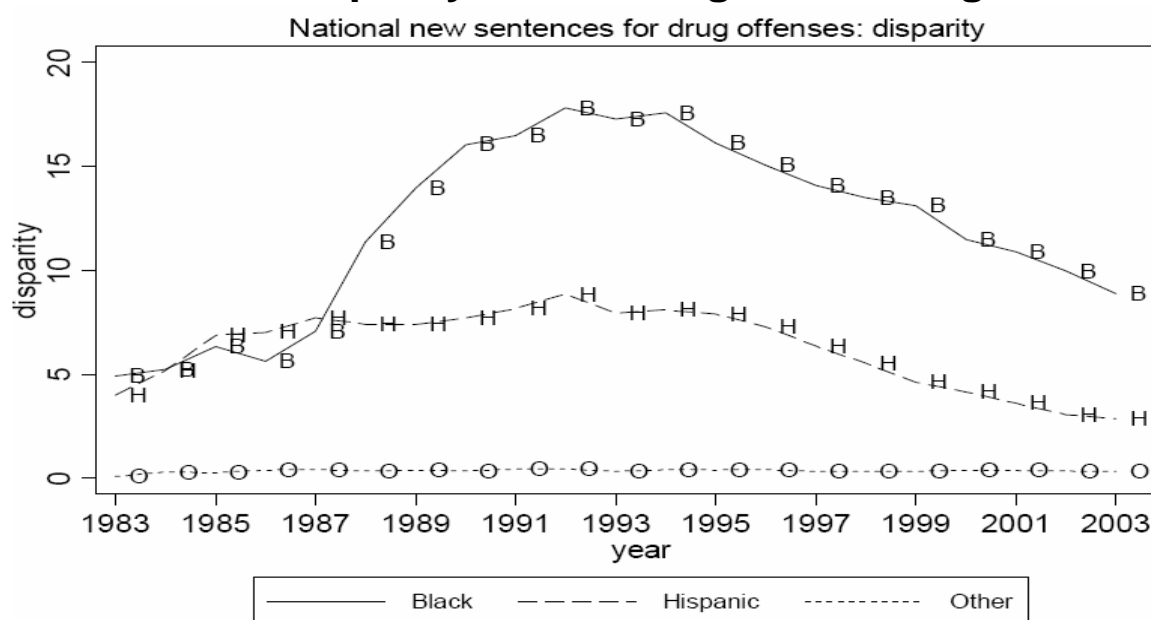
### S138a) Black/White Incarceration Rates by State

**TABLE 1 – Racial and Ethnic Rates of Incarceration**

RACIAL/ETHNIC GROUP	RATE PER 100,000	Times Higher than White Rate:
White	412	
Black	2,290	x
Hispanic	742	x

Source: 2007 Sentencing Project at:  
[www.sentencingproject.org/doc/publications/rd\\_stateratesofincbyraceandethnicity.pdf](http://www.sentencingproject.org/doc/publications/rd_stateratesofincbyraceandethnicity.pdf)

### S138b) **Racial Disparity in U.S. Drug Sentencing 83-03:**



Calculated from National Corrections Reporting Program and Census Population Data  
 Ratio of Minority Rate to White Rate (Disparity Ratio)

Source: [www.ssc.wisc.edu/~oliver/RACIAL/StateTrends/RacialPatterns\\_Intro\\_National.pdf](http://www.ssc.wisc.edu/~oliver/RACIAL/StateTrends/RacialPatterns_Intro_National.pdf)



S138d) Reagan-Era Stiffer Sentencing  
for Crack than Cocaine or Heroin

	5 yr. Sentence (no parole)	10 yr. Sentence (no parole)
Crack Cocaine:	gms.	gms
Powder Cocaine:	500 gms.	5000 gms.
Heroin:	100 gms.	1000 gms.

S138c) California  
Death Sentence  
Rates for  
Offenders by  
Offender Race  
& Victim's Race  
1990-99:

White Life:  
3.2x Black,  
White Life:  
4.3x Hispanic

Source: *Santa Clara  
Law Review Vol. 46*

[www.scu.edu/law/client/pdf/lawreview\\_46sclr001.pdf](http://www.scu.edu/law/client/pdf/lawreview_46sclr001.pdf)

Race of Defendant	Cases	Death Sentences	Death Sentences per 100 Suspects
<b>Race of Victim: White non-Hispanic</b>			
White non-Hispanic	4206	79	1.8783
African American non-Hispanic	984	34	3.455
Hispanic	1306	25	1.914
Total	6496	138	2.1244
Chi Square = 9.885; df = 3; p = .020.			
<b>Race of Victim: African American non-Hispanic</b>			
White non-Hispanic	244	0	.0000
African American non-Hispanic	5355	36	.672
Hispanic	782	7	.895
Total	6381	43	.6739
Chi Square = 2.228; df = 3; p = .527.			
<b>Race of Victim: Hispanic</b>			
White non-Hispanic	540	10	1.8519
African American non-Hispanic	1243	7	.563
Hispanic	8715	35	.402
Total	10,498	52	.4953

- **S140)** Comments of a New York director of Corrections Official: “building more prisons to address crime is like building more graveyards to address a fatal disease (Molowe 1994/Giddens 1996).

- What did he mean by this statement?



**S141) % of Violent Crime - Male (1976-2005)**

Crime:	% Male:
--------	---------

**All Homicides:**

Felony Murder:	93.2
Gang-related homicides:	98.3
Arson-related murder:	79.1

**Violent Crimes:**

Lone violent offenders:	78.8
Multiple violent offenders:	62.3

Source: Bureau of Justice at <http://bjs.ojp.usdoj.gov> .

Violent crime data from 2009.

**Unit11: Social Change & Social Movements****S146) Class Objectives: Social Change & Social Movements**

- How and why does social change occur?
  - What are the causes of social movements?
  - What types of social movements exist?,
  - Why do some social movements and revolutions become successful?
- **S147) Social Change:** the process whereby patterns of social behavior, relationships, institutions and stratification systems are \_\_\_\_\_.

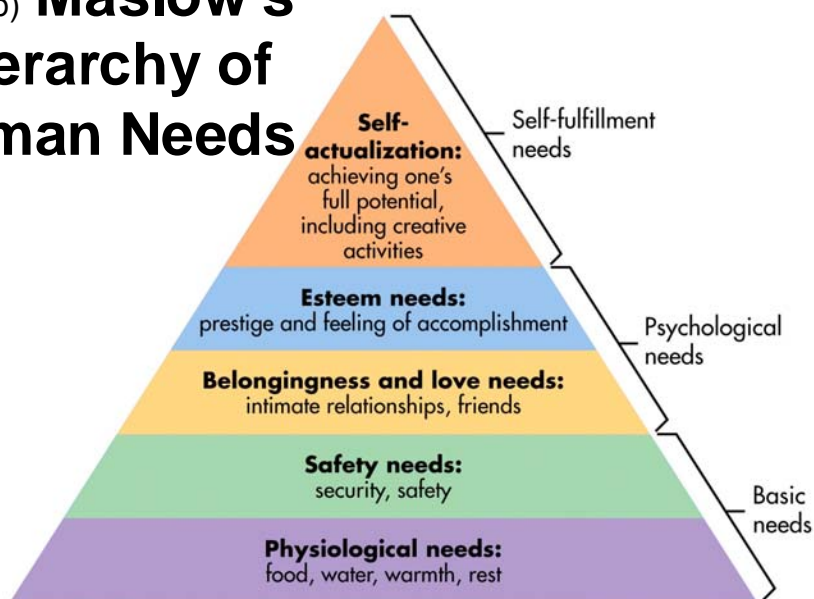
**148) Social Movements:** Groups acting together to promote or resist changes in society due to perceived injustices or a desire to redress such injustices.

- They involve sustained activities of organized groups, often including a network of organizations with a shared sense of belonging to a movement.

**(S150a) Absolute Deprivation Theory**

- Marx/Engels argued that when workers became so impoverished by \_\_\_\_\_ that they could no longer support themselves, they would \_\_\_\_\_.
- But do most of the poorest nations experience revolutions?

## (S150b) Maslow's Hierarchy of Human Needs



- Source: <http://docsiva.files.wordpress.com/2009/01/maslows-hierarchy-of-needs1.jpg>

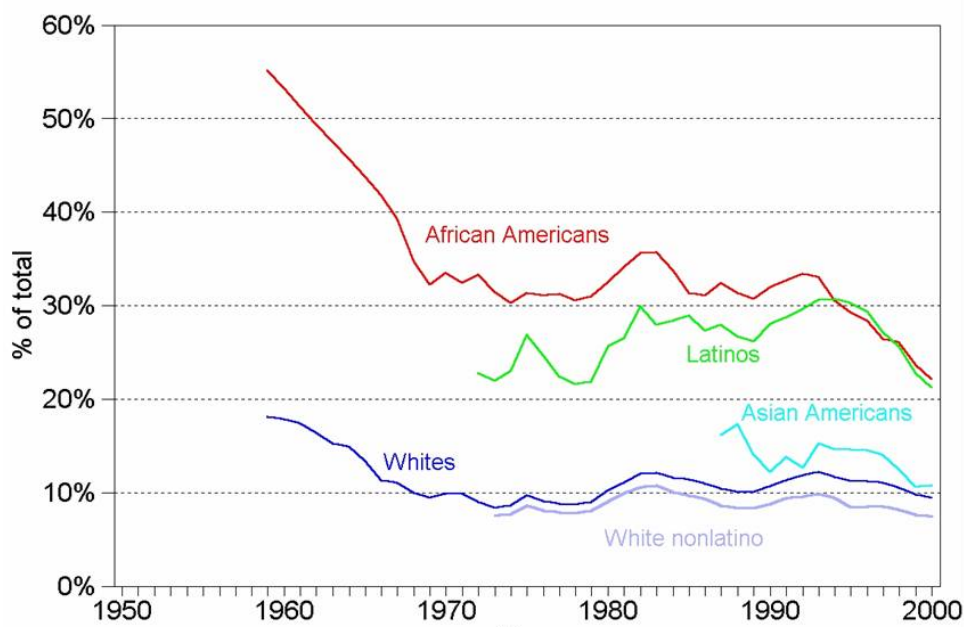
**S151a-b) Relative Deprivation:** What's important is not how deprived one \_\_\_\_\_ is, but how deprived one \_\_\_\_\_.

Whenever people's living conditions improve->expectations go up .

--But if improvement in conditions slows down, people begin to \_\_\_\_\_;

How does this explain the timing of the 1960s Counter-Culture & the "Black Power" movements (see graph below)?

### Poverty rates by race/ethnicity



Source: US Census @ [www.bsos.umd.edu/socy/vanneman/socy441/trends/povrace.html](http://www.bsos.umd.edu/socy/vanneman/socy441/trends/povrace.html)

### (S152) Resource Mobilization Theory:

- Revolutions & social movements can't succeed unless they have the proper \_\_\_\_\_ and \_\_\_\_\_ forms to survive.
- US example of this ?

### S154a) “Theory of Protest” Requirements of Successful Revolutions:

- Good \_\_\_\_\_ (i.e., underground party in Russia);
- Proper \_\_\_\_\_ (political support, weapons, medicine, etc.);
- Common \_\_\_\_\_ which unite people (China-anti Japanese struggle, Russia-out of WWI)
- Opportunity- important \_\_\_\_\_ incidents.

### S154b) How did these events lead to a “turning point” in US politics?

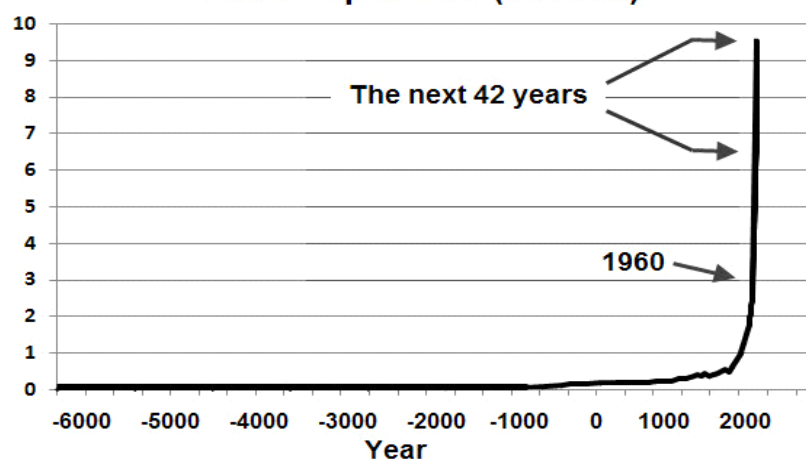
#### Turning Points?



### Unit12: Human Population and the Environment:

- What impact have humans had upon the environment?
- Are we running out of natural resources?
- What is causing the environmental crisis?
- What caused the human population explosion?
- How big will the future population likely be?
- What can we do to solve our environmental problems?

S158)

**Human Population (billions)**

**40,000 BC: 3 million, 8000 BC: 5 million, 1830 AD: 1 billion.**

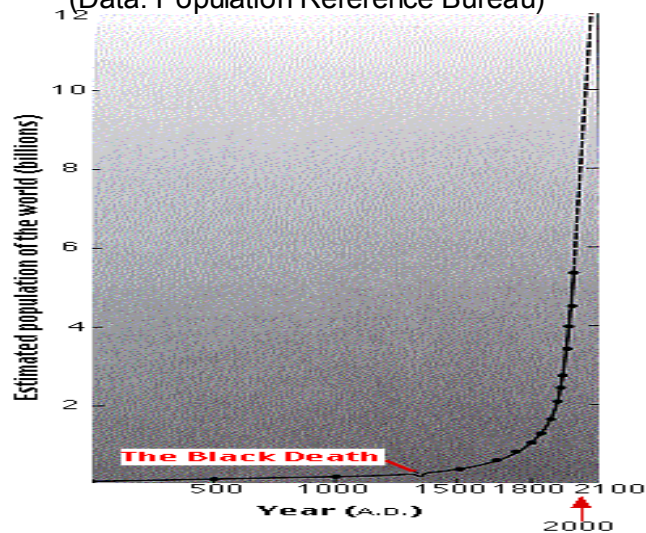
Source: [www.chrismartenson.com/system/files/files/u4/Exp\\_Money\\_Human\\_Population\\_Historical\\_v2.jpg](http://www.chrismartenson.com/system/files/files/u4/Exp_Money_Human_Population_Historical_v2.jpg)

**S159a) How did the cultivation of grains enable the first civilizations?**

**S159c) The Population Explosion during the Late Iron Age & the Rise of the Great Empires.**

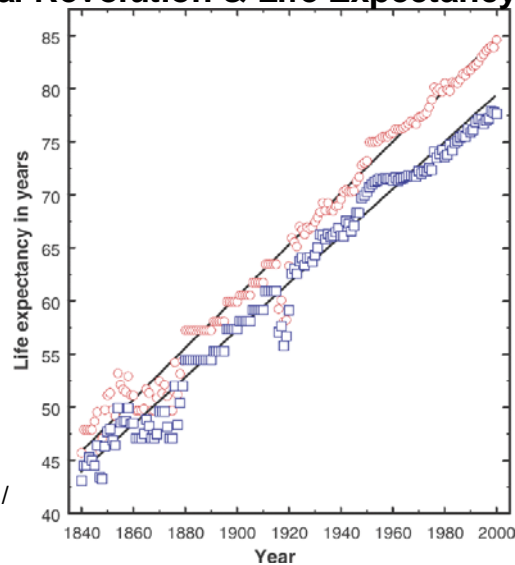
**s160) Human Population Growth Since 0 A.D.**

(Data: Population Reference Bureau)



**S161) The Industrial Revolution & Life Expectancy in Sweden: 1840 – 2000.**

red = female  
blue = male



Source:  
[www.sciencemag.org/  
cgi/content/full/296/5570/  
1029/DC1](http://www.sciencemag.org/cgi/content/full/296/5570/1029/DC1)

**S162: What age-old urban health problems did modern plumbing and sewage solve?**

**S163) Effects of Overpopulation on the Earth's Environment:**

- Severe overcrowding;
- Famines;
- Pollution,
- Loss of Earth's forests & many species;
- Desertification;
- Ozone depletion & possible global warming;
- Major resource wars likely;
- \_\_\_\_\_ - \_\_\_\_\_ % of expected human population could disappear.



S164

http://dotearth.blogs.nytimes.com/2009/03/13/scientist-warming-could-cut-population-to-1-billion/

Scientist: Warming Could ...

## DOT EARTH

**Nine Billion People. One Planet.**

March 13, 2009, 11:33 AM


### Scientist: Warming Could Cut Population to 1 Billion

By JAMES KANTER

[UPDATE, 1:45 p.m.: A roundup of economists' and scientists' views at the Copenhagen climate meeting and a reaction from Mike Hulme, a participating scientist.]

COPENHAGEN — A scientist known for his aggressive stance on climate policy made an apocalyptic prediction on Thursay.

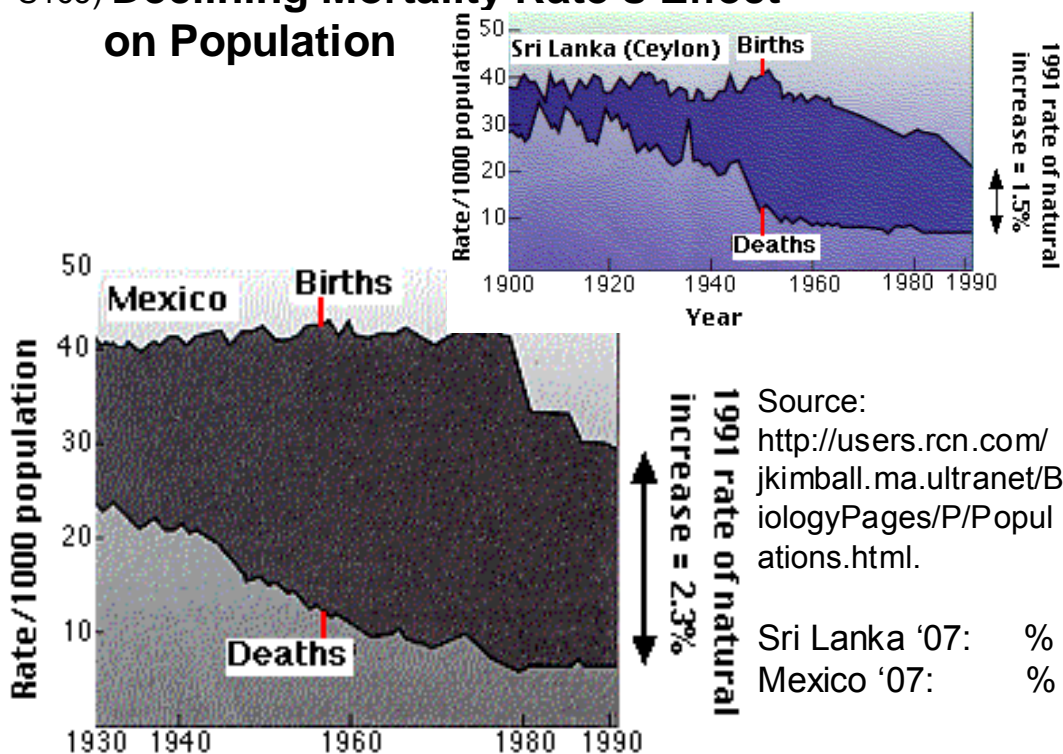
Hans Joachim Schellnhuber, the director of the Potsdam Institute for Climate Impact Research in Germany, said that if the buildup of greenhouse gases and its consequences pushed global temperatures 9 degrees Fahrenheit higher than today — well below the upper temperature range that scientists project could occur from global warming — Earth's population would be devastated. [UPDATED, 6:10 p.m: The preceding line was adjusted to reflect that Dr. Schellnhuber was not describing a worst-case warming projection. h/t to Joe Romm.]



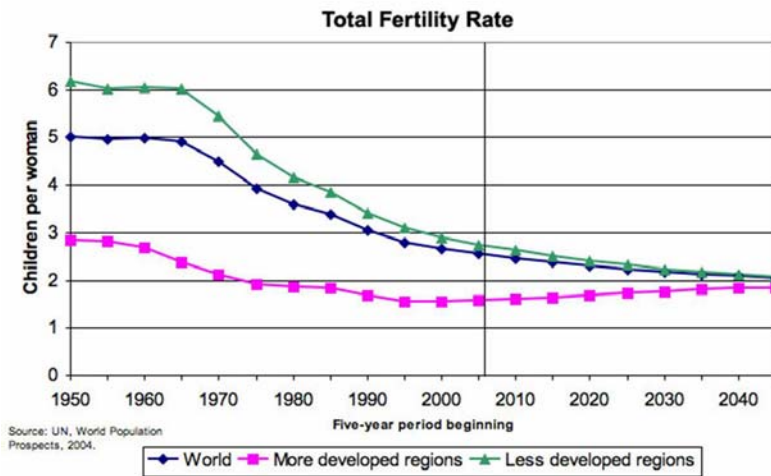
Lizette Kabré. Climate congress, Copenhagen 2009.

Hans Joachim Schellnhuber, director of the Potsdam Institute for Climate Impact Research, spoke several times at the climate conference in Copenhagen.

### S165) Declining Mortality Rate's Effect on Population



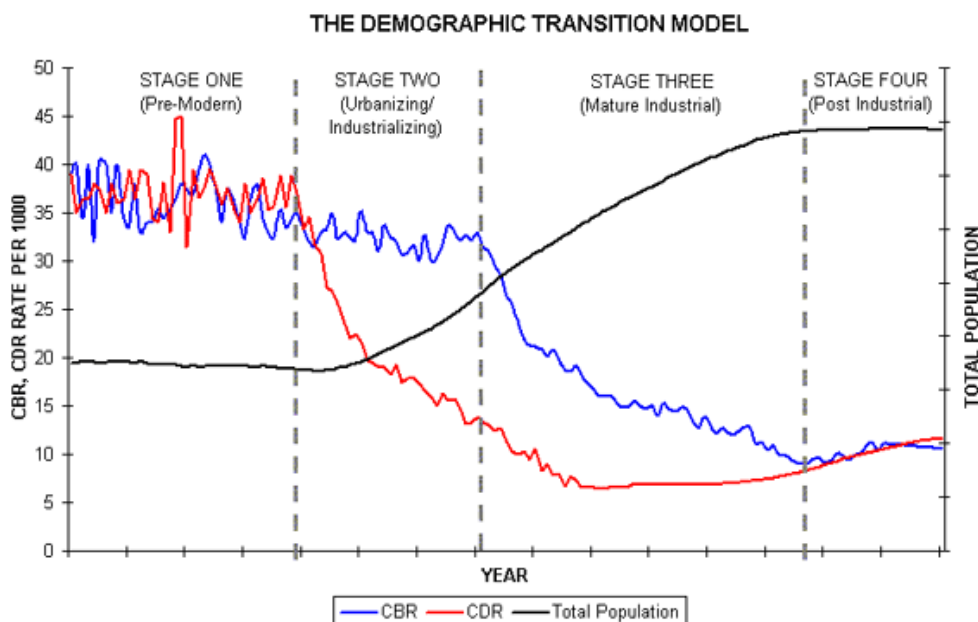
### S166) Projected World Fertility Rates



### S167) 4-Stage Demographic Transition Model

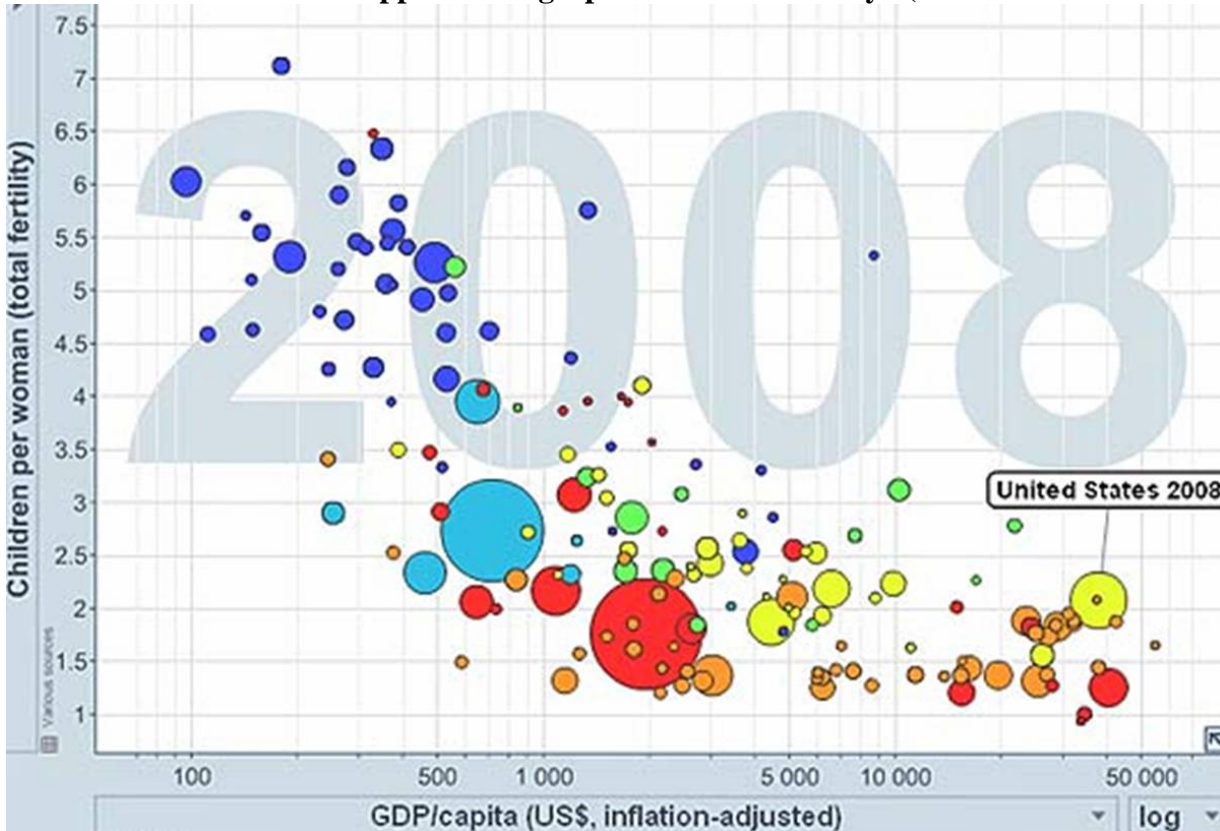
- 1) **Pre-industrial Stage:** little population growth because harsh conditions lead to both high \_\_\_\_\_ and high \_\_\_\_\_ rates.
- 2) **Transitional Stage:** \_\_\_\_\_ begins and as health care, nutrition & sanitation improve, death rates drop, but birth rates remain high since children are needed to support the family.
- 3) **Industrial Stage:** \_\_\_\_\_ drops as birth control, female employment, universal education, and religious proscriptions disappear.
- 4) **Post-industrial Stage:** affluence & individualistic lifestyles cause birthrates to reach or drop below \_\_\_\_\_ population growth.

### s168) Demographic Transition Model



Source: [www.ideo.columbia.edu/dees/V1003/lectures/population](http://www.ideo.columbia.edu/dees/V1003/lectures/population)

How well does this chart support demographic transition theory? (Source: NY Times: 7/1/11)



#### S169a) Neo Malthusian Population Bomb:

The explosive growth of people will:

- 1) put too much of a strain on the food supplies, and
- 2) lead to a degradation of the environment.

These things will cause a huge population drop.

Are any of these predictions likely to happen over the next century?

#### 169b) The Effects of Massive Human Expansion on the Earth's Environment

- What problems will human expansion & industrialism present to human health and well being?
- How does our current lifestyle affect the environment?

#### 170) Discussion Questions for Clip 1:

- 1) How long will it take for the US population to double?
- 2) How much more greenhouse gases does the average American produce than the average human?
- 3) What % of all species will be extinct by 2050?
- 4) What could the lack of sanitation and water lead to?

#### 171a) Depletion of the Ozone Level:

What is the Ozone Level and why is it important?

How much of it has been lost in North America since 1978?



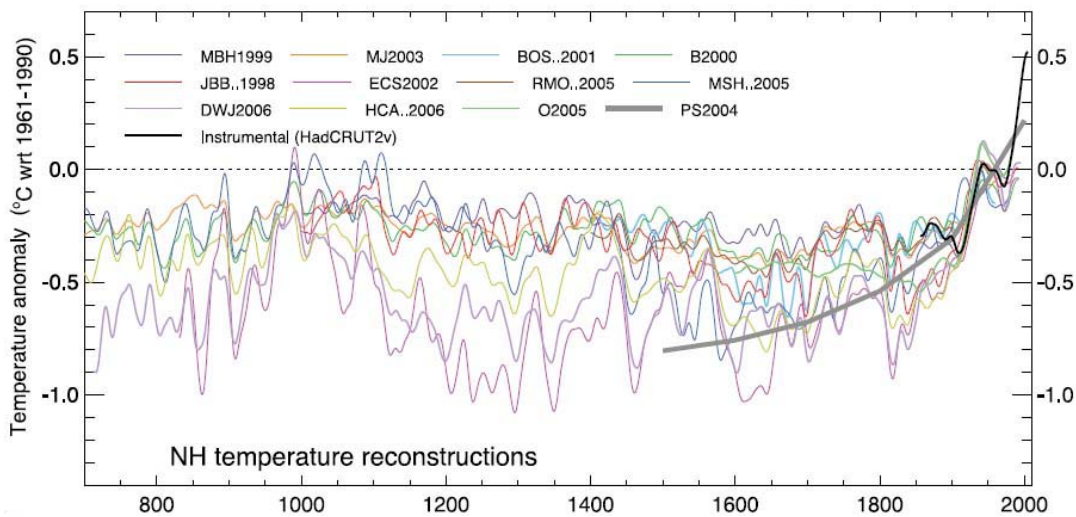
What has caused this loss?

What type of health problems is this causing?

**S172a)** Greenhouse Effect: Buildup of \_\_\_\_\_ from the burning of fuels and wood keeps heat from escaping & \_\_\_\_\_ the Earth's temperature.

- Why is this a problem?

(S172b1) Temperature Rise in  
Northern Hemisphere since 400 AD  
(from Satellites, land & sea equipment)



Source: American Institute of Physics at [www.aip.org/history/climate/xmilleia.htm](http://www.aip.org/history/climate/xmilleia.htm)

**S172b) Consequences of Global Warming:**

- How much has the earth heated up since the industrial revolution?
- What problems will occur if the Earth warms 4-9 degrees f?
- What recent natural catastrophes have been attributed to global warming?

\*: [www.press.uchicago.edu/Misc/Chicago/443213in.html](http://www.press.uchicago.edu/Misc/Chicago/443213in.html)  
www.newscientist.com/article.ns?id=dn4259;

\*\*:

## S172c) Expected Rise in Sea Levels by 2200

<http://www.guardian.co.uk/science/2009/mar/08/climate-change-flooding>

tists to issue stark wa...

### Scientists to issue stark warning over dramatic new sea level figures

Rising sea levels pose a far bigger eco threat than previously thought. This week's climate change conference in Copenhagen will sound an alarm over new floodings - enough to swamp Bangladesh, Florida, the Norfolk Broads and the Thames estuary

Robin McKie, science editor  
The Observer, Sunday 8 March 2009  
Article history



With much of the country already below sea level, even a small rise would be devastating for the Dutch. Photograph: Peter Dejong/AP

Similarly, a commission of 20 international experts, called on by the Dutch government to help plan its coastal defences, recently gave a range of 55cm to 1.1 metres for sea-level rises by 2100. "Equally important, this commission has highlighted the fact that sea-level rise will not stop in the year 2100," said Professor Stefan Rahmstorf of Potsdam Institute for Climate Impact Research. "By 2200, they estimate a rise of 1.5 to 3.5m unless we stop the warming. This would spell the end of many of our coastal cities."

This point was backed by Dr Jason Lowe of the Hadley Centre, the UK's foremost climate change research centre. "It is still not clear exactly how much the sea will rise by the end of this century, but it is certain that rises will continue for hundreds of years beyond that - even if we do manage to stabilise carbon dioxide emissions and halt the rise in atmospheric temperature. The sea will continue to heat up and expand. In addition, the Greenland ice sheets will continue to melt," he said.

This latter effect could, ultimately, have a particularly destructive impact. Scientists have calculated that if industrial emissions of carbon dioxide and other greenhouse gases eventually produce a global temperature increase of around 4C, there is a risk that Greenland's ice covering could melt completely. This could take several hundred years or it might require a couple of thousand. The end result is not in doubt, however. It would add around seven metres to the planet's sea levels. The consequence would be utter devastation.

Such a scenario is distant, but real, scientists insist. However, at present, the most important issue, they argue, is that of short-term sea-level rises: probably around one metre by 2100. When that occurs, the Maldives will be submerged, along with islands like the Sunderbans in the Bay of Bengal, and Kiribati and Tuvalu in the Pacific. The US - which has roughly 12,400 miles of coastline and more than 19,900 square miles of coastal wetlands - would face a bill of around \$156bn to protect this land. Cities

### S173) Deforestation:

- The loss of the world's forest land to logging or building new cities, highways & homes.
- Each year \_\_\_\_\_ square kilometers of forest land are lost to logging;
- \_\_\_\_\_ the world's rain forests cut down since 1945; all could be lost in future.
- How is this affecting the health of the planet?
- 

S174 **Desertification:** The long-term loss of critical \_\_\_\_\_ from overgrazing, poor irrigation, poisoning of soil with salts & alkaloids, mechanical agriculture & strip mining.

- How is this affecting the health of the planet?

### S175a) Solution to Critical Top Soil Loss:

- Why are farmers losing much of their critical top soil?
- How can farmers prevent the loss of their invaluable topsoil?
- What advantages does "No Till" Farming have over conventional farming?
- 

### Instructions for measuring your own Carbon Footprint (for 1 pt. extra credit):

- 1) Go to the website at the top of my syllabus;
- 2) Click on the syllabus for this class;

- 3) Find the Carbon Footprint assignment at the end of your syllabus.
- 4) Follow all instructions on it to get full credit.

**[www.carbonfootprint.com/calculator.aspx?d=2](http://www.carbonfootprint.com/calculator.aspx?d=2)**

**S176) Solutions to our Environmental Crisis:**

1) Cap & Trade (or Carbon Tax) Regulations:

2) Conservation:

3) Water:

4) Thermostats:

5) Mass Transit:

6) Changes in gender roles:

7) Family Size: